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AUTHOR Woolfolk, E. Oscar; And Others
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ABSTRACT

This publication consists of the proceedings of two workshop activities concerned with curriculum change in black colleges. Part I consists of two presentations: (1) a sociological windfall with curricular implications for black colleges, and (2) past goals, present mission, and future prospects for colleges and universities. Part II presents four presentations: curricular developments and needs in black colleges; the freshmen interdisciplinary program at Fisk University; developing an educational cooperative at Prairie View A & M College as a process for implementing curriculum reform; and the black colleges in transition. Part III also presents five seminars on educational systems. The seminars include a case study of a curricular experiment, a case study of implementation of curricular innovations, performance-based instructional programs, adademic skills center, and a student support services program. Abstracts of documents prepared by 21 of the 25 participating institutions are included. A related document is HE 004 698. (MJM)

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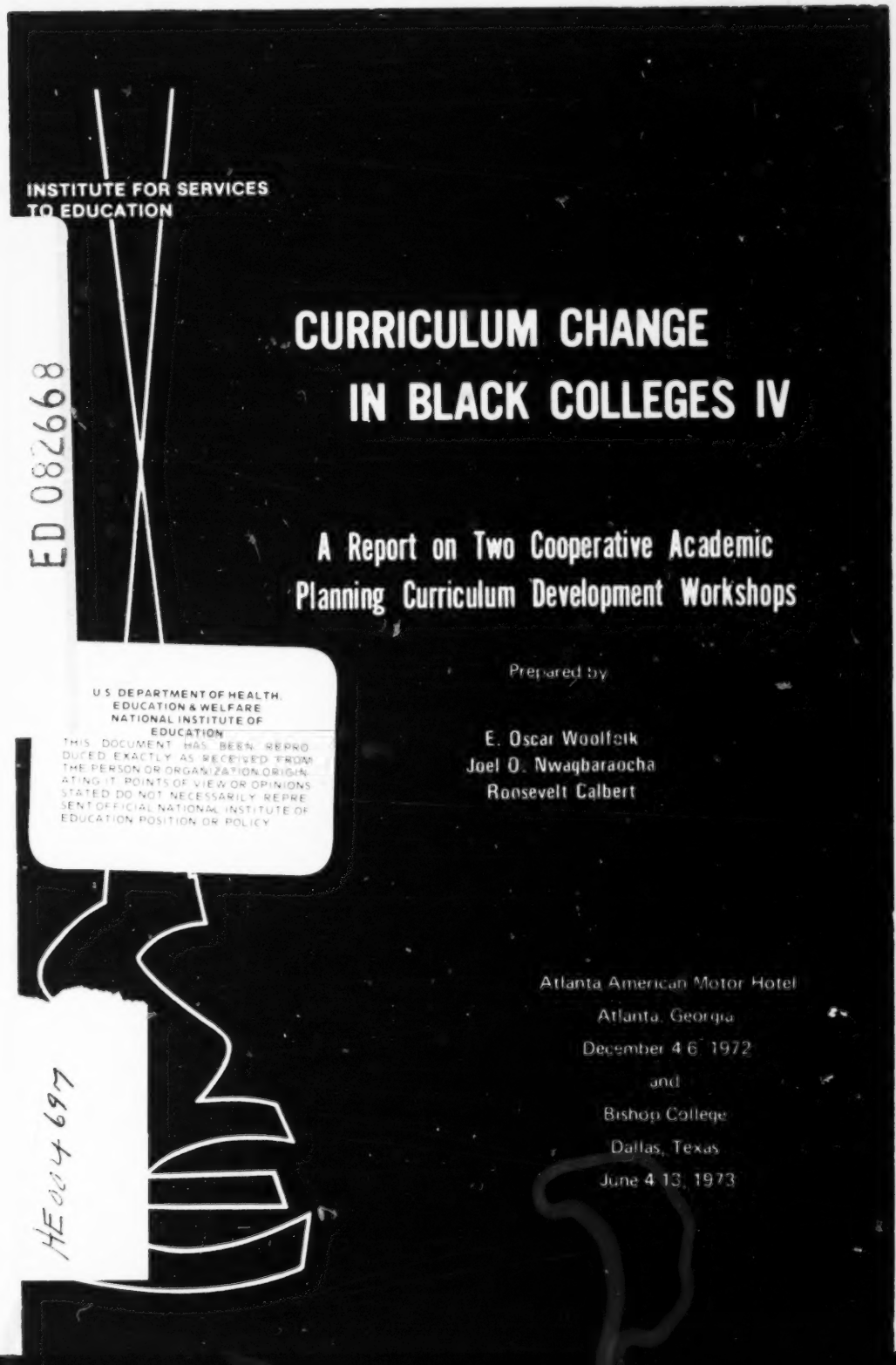

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Director of Cooperative Academic Planning Program:

E. Oscar Woolfolk*

Associate Director:

Joel O. Nwagbaraocha

Director Designate:

Roosevelt Calbert

*Director through June 30, 1973. Dr. Woolfolk is presently Dean of the University at Fisk University, Nashville, Tennessee.

The Cooperative Academic Planning (CAP) Program, under the aegis of the Institute for Services to Education, is part of the Technical Assistance Consortium to Improve College Services (TACTICS) program which is funded under Title III of the Higher Education Act. This segment of the TACTICS program is charged with the responsibility to assist black colleges to improve their academic program planning.

These workshops were sponsored in cooperation with Bishop College.

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CURRICULUM CHANGE IN BLACK COLLEGES IV

A Report on Two Cooperative Academic Planning Curriculum Development Workshops

Prepared by

E. Oscar Woolfolk
Joel O. Nwagbaraocha
Roosevelt Calbert

Atlanta American Motor Hotel
Atlanta, Georgia
December 4-6, 1972
and
Bishop College
Dallas, Texas
June 4-13, 1973

COOPERATIVE ACADEMIC PLANNING
INSTITUTE FOR SERVICES TO EDUCATION

2001 "S" Street, N.W. Washington, D.C. 20009

August, 1973

PREFACE

Since the Fall of 1971, the goals of CAP workshop proceedings have been centered on providing a forum for institutional teams to plan curriculum changes while maintaining program continuity during transitional periods. The CAP programmatic thrusts in curricular revision are also designed to afford each college/university involved an opportunity to review its own uniqueness and to share its commonalities and differences with other consortial institutions. These efforts encompass the presentation of operative curriculum programs which are geared toward meeting the expressed needs and interests of a concerned and sometimes restive student population.

Based on CAP's involvement with over fifty (50) institutions of higher learning during the past two years, we can surmise that quality education via rigorous innovative curriculum is still a major area of cogitation for predominantly black colleges and universities. It is clearly evident to these particular institutions that these educational ventures must evolve along well designed schema in order that relevant critical issues may be adequately identified and assessed. Many institutions must, on the basis of evaluative evidence, redefine their traditional goals and objectives and transform developmental abstract ideas into functional reality.

There seems to be a consensus of opinion among the present teachers and administrators in higher education that today's students are vastly different from their earlier counterparts. Students now appear to be more vocal about what an education should do for them. Gone forever, on the basis of current trends, is that student who is steeped in passivity with regard to his educational needs. Current trends further reveal that students apparently want to be active participants in the determination of their individual learning outcomes. It is our wish that this new awareness can be channeled into resolving and reducing the recurring problem of high student attrition rate.

In order to provide a permanent record of the workshop activities, the CAP office has published three previous reports for the 1971-1972 consortial institutions. These published reports are:

Curriculum Change in Black Colleges I – April 19-21, 1972, Atlanta Workshop

Focus on Curriculum Change in Black Colleges II – June 13-23, 1972, Dallas summer workshop
Curriculum Change in Black Colleges III – Part I – November, 1-3, 1972, Atlanta Workshop; Part II – April 4-6, 1973 Atlanta Workshop

This publication consists of the proceedings of two workshop activities. Part I gives an account of the December 4-6, 1972 orientation workshop proceedings for the 1972-'73 consortial schools. Part II reports on the summer workshop in Dallas, Texas, June 4-13, 1973 for the same colleges/universities.

We of the CAP staff extend our appreciation to the writers and presenters of the educationally rewarding conference materials which contributed substance and enhancement for many thought provoking workshop sessions.

E. Oscar Woolfolk
Joel Nwagbaraocha
Roosevelt Calbert

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ROSTER OF CONFERENCE STAFF
AND
COLLEGE AND UNIVERSITY REPRESENTATIVES
December 4-6, 1972

CONFERENCE STAFF

CAP STAFF

E. Oscar Woolfolk
Director, CAP Institute for Services
to Education, Washington, D.C.

Joel O. Nwagbaraocha
Assistant Director, CAP Institute
for Services to Education
Washington, D.C.

LECTURERS

Dr. Broadus N. Butler
President
Dillard University
New Orleans, Louisiana

Dr. Albert N. Whiting
President
North Carolina Central University
Durham, North Carolina

CONSULTANTS

Dr. E. C. Harrison
Vice President
Southern University
Baton Rouge, Louisiana

Dr. Edward E. Riley
Academic Dean
Dillard University
New Orleans, Louisiana

Dr. DeField T. Holmes
Vice Chancellor, Fort
Bragg-Pope Air Force Base Campus
Fayetteville State University
Fayetteville, North Carolina

Dr. Estus Smith
Dean, School of Liberal Studies
Jackson State College
Jackson, Mississippi

Dr. Roy A. Woods
Dean of Academic Affairs
Norfolk State College
Norfolk, Virginia

COLLEGE AND UNIVERSITY REPRESENTATIVES

Alcorn A & M
Joyce Bolden
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Alton Hornsby
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H. C. McBay
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Walter F. Williams**

**Student

COLLEGE AND UNIVERSITY REPRESENTATIVES (Continued)

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John Meyers
Brenda Mitchell**
James E. Parker
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Paul Quinn
Bob Anthony Haley
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CONFERENCE STAFF

CAP STAFF

E. Oscar Woolfolk
Director, CAP
Institute for Services
to Education
Washington, D.C.

Joel O. Nwagbaraocha
Assistant Director, CAP
Institute for Services
to Education
Washington, D.C.

Roosevelt Calbert
Director (Designate), CAP
Institute for Services
to Education
Washington, D.C.

Juanita McCorvey
Secretary, CAP
Institute for Services
to Education
Washington, D.C.

LECTURERS

Dr. Elias Blake, Jr.
President, Institute
for Services to Education
Washington, D.C.

Mrs. Valeria P. Fleming
Director of Five-College
Consortium Program and
General Studies Program
Fayetteville State University
Fayetteville, North Carolina

Dr. Hugh M. Gloster
President, Morehouse College
Atlanta, Georgia

Mr. Edward S. Johnson
Director of Thirteen College
Curriculum Program
Alabama A & M University
Normal, Alabama

Dr. Waltz Maynor
Director, Academic Skills Center
North Carolina Central University
Durham, North Carolina

Mr. Bill Orman
Director, Competency-Based
Teacher Center
Prairie View A & M College
Prairie View, Texas

LECTURES (Continued)

Mr. Benny J. Pugh
Director, Student Support
Services Program
Fisk University
Nashville, Tennessee

Dr. Andrew L. Roberts
Assistant Academic Dean and
Director of Special Academic
Programs
Elizabeth City State University
Elizabeth City, North Carolina

Dr. Rosentene B. Purnell
Director, Freshman Interdisciplin-
ary Program
Fisk University
Nashville, Tennessee

Dr. Alvin I. Thomas
President
Prairie View A & M College
Prairie View, Texas

ROSTER OF CONFERENCE STAFF
AND
COLLEGE AND UNIVERSITY REPRESENTATIVES

CONSULTANTS

Dr. E. C. Harrison
Vice President
Southern University
Baton Rouge, Louisiana

Dr. Defield T. Holmes
Vice Chancellor
Fort Bragg-Pope Air Force
Base Campus
Fayetteville State University
Fayetteville, North Carolina

Dr. Edward E. Riley, Jr.
Academic Dean
Dillard University
New Orleans, Louisiana

Dr. Estus Smith
Dean of Academic Affairs
Jackson State College
Jackson, Mississippi

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Dean of Academic Affairs
Norfolk State University
Norfolk, Virginia

COLLEGE AND UNIVERSITY REPRESENTATIVES

Alcorn A & M College
Joyce J. Bolden
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Texas College
Mattye R. Williams

**Student

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Tougaloo College
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Sister Veronica Drawe
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Margaret F. Vail
George J. McKenna, Jr.

PART I

PLENARY SESSIONS ON CURRICULUM CHANGE AND IMPROVEMENT

PART I

This section reports on the proceedings of the December 4-6, 1972 workshop. The specific objectives of this workshop were to: 1) introduce the participants to the use of systems analysis approach to curriculum development at their colleges; 2) and acquaint the participants with the task of preparing curriculum problem documents for their colleges.

The workshop involved three plenary sessions, three small group sessions and two cluster meetings of college teams with their consultants.

The proceedings of two plenary sessions are reported in this volume.

In the small group sessions, five groups of approximately twenty participants each (organized by placing each member of a college team in a different group) discussed among themselves salient observations and questions stemming from the plenary sessions and addressed themselves to the following questions:

- WHAT ARE THE CHARACTERISTICS OF THE STUDENTS WHO ENROLL AT YOUR INSTITUTION?
- WHAT ARE THEIR NEEDS?
- WHAT KINDS OF LEARNING EXPERIENCES AND SKILLS DO THEY BRING WITH THEM?
- WHAT QUALITIES DO YOU WANT YOUR GRADUATES TO POSSESS?
- WHAT SHOULD BE THE MISSION AND ROLE OF YOUR INSTITUTION IF IT IS TO MEET THE NEEDS OF THE BLACK COMMUNITY, THE STUDENTS AND SOCIETY?
- WHAT KINDS OF GOALS AND OBJECTIVES SHOULD FLOW FROM THE MISSION OF YOUR INSTITUTION?
- WHAT KINDS OF PROGRAMS SHOULD BE DESIGNED TO SUPPORT THESE GOALS AND OBJECTIVES?

At the two cluster meetings of college teams with their consultants, an attempt was made to initiate curriculum problem documents for their colleges.

At the closing plenary session, each of the five groups gave a report on their deliberations.

NEW ROOM AT THE TOP: A SOCIOLOGICAL WINDFALL WITH CURRICULAR IMPLICATIONS FOR BLACK COLLEGES

Albert N. Whiting

There has been, for the past decade, great ambivalence and equivocation in predominantly black schools and, as a result, indecisiveness and faddishness have evolved in curriculum planning. This has tended to militate against the best preparation possible for our students and will be in the future, we believe, an additional factor used against us by ethnocentric critics such as Reisman and Jencks who tend to view "black schools" as "academic disaster areas." Regardless of the extent to which this view may lack merit we must avoid giving substance to it in any way, not to save face but rather for the benefit of our students.

The pressures of the "mood of blackness" which characterized the middle 60's and early 70's and the politics of militancy have been formidable deterrents to intelligent, logical, rational thinking, particularly when the flaming rhetoric and emotional imagery touched upon racist episodes not uncommon to our own experiences. It is much to our credit that education of any measure continued in our institutions and that we did not become embittered centers of revolutionary fantasies generating implacable, unrelenting radicals completely unequipped for life and work in this society.

We rush to admit that what was experienced in predominantly Negro schools was but a part of what was occurring nationally. The point, however, is that the militancy and revolutionary talk in the black community sprang from visible oppression which broadened the base of support and generated genuine hope. Therefore, it had more of a general impetus than its counterpart in the white community and it was this that caused the dilemma of the black educator. What disagreement there was revolved largely around strategies and tactics. There was general abhorrence for political revolution and destructive tactics. For most the thrust was geared to wringing concessions from the majority community and improving the conditions of the black communities through community control and self-determination. Fortunately, the political revolutionary mood appears to have abated. Now the focus is on the cultural revolution, and it is from this perspective that I would like to devote the rest of this paper. The nature of the cultural revolution you will recall is, perhaps, best described in The Greening of

America by Charles Reich. The essence of the "greening" phenomenon resides in opposition to the basic values of bourgeois society, particularly those values that since Max Weber have been commonly referred to as the "Protestant ethic"—which involves discipline, achievement and faith in the onward-and-upward thrust of technological society. These values are now viewed as "repression" and "hypocrisy" and the potentials and promises of technological society are rejected as illusionary and categorically immoral. In the place of the "Protestant ethic" a hedonistic ethic is proclaimed designed to "liberate" the individual from the bourgeois inhibitions in all areas of life from sexuality through aesthetic experience to the manner in which careers are planned. Achievement is perceived as futility and alienation; its ethos as up-tight and inimical to life. Of course, implied in all this is a radical aversion to capitalism and the class society and a leaning towards leftist ideologies of one kind or another.

It is important to note that while traces of this cultural revolution are encountered throughout all ethnic youth groups, the cadres of the revolution are to be found largely among the college-educated children of the upper-middle class and, ethnically, among Wasps and Jews. The natural locus of the revolution is the campus (perhaps more precisely the type of campus attended by such groups) and satellite communities springing up on the fringes of these campuses.

In addition to its economic implications, the "greening" impulse in academia is deeply anti-intellectual. Colleges become essentially places in which certain existential experiences are to be mediated. Students want to become personally moved rather than instructed by course materials; they want to relate to faculty on the level of personal encounter; and they want the institution to provide whatever services are necessary for personal growth. Conversely, they are opposed to whatever smacks of intellectual discipline, objective standards and external regulation (e.g., objection to specialization and popularity of pass/fail grades). If this impulse is traced to its final consequences, it would entail the transformation of colleges into identity workshops or youth culture preserves.

As a result of all this, many of the "Greeners" are "coping out." The staunch advocates of the "greening" impulse drop out to become sandal makers, so to speak, and live in congenial enclave groupings. And those who seek the euphoric claims of the cultural revolution but hesitate to effect a complete break with "the system" repudiate what

they consider the more obvious devilish careers within the system, namely those in sciences, technology, business and government. Instead, they shift their majors to the humanities and the social sciences.

With regard to revolutions, there is a two-fold hypothesis, we believe, which must be kept in mind: first, only the most avid and religious leaders of leftist publications could ever believe that a political revolution at the present time in this country has even the slightest prospects of success; and second, that whatever changes emerge out of the so-called cultural revolution (counter-culture) the technological society will continue to exist and the personnel requirements of the "technostructure" will undoubtedly expand. The notion that, as a result of automation, fewer and fewer people will be necessary to maintain the technological society, thus allowing others to do their own thing and still enjoy the blessings of electricity is in contradiction to all the known facts. Automation has resulted in changes in the occupational structure, displacing various categories of lower skilled labor, but it has in no way reduced the number of people required to keep the society going. Rather, it has increased the requirements for scientific, technological and bureucratic personnel. The recent decline in science and engineering jobs is due to recession and does not, we believe, affect the long-term needs of society. Therefore, the positions disdained by the counter-culture group will, therefore, have to be filled by someone else. The upshot is simple: There will be or there is new "room at the top."

Who is most likely to benefit from this sociological windfall? It will be the newly college-educated children of the lower-middle and working classes and the hitherto excluded ethnics. Some refer to this as the blueing of America. I hasten to add that we should not assume, however, that the children of the lower classes or minority groups remain untouched by their contact with the youth culture during their school years. Their sexual mores, their aesthetic tastes, even their political opinions have probably become permanently altered as compared with those of their parents. We assume, though, that they will reject the anti-achievement ethos of the cultural revolution. This assumption is based on the historical fact that as similar phenomena have occurred in the past (i.e., comparable to "greening") there has followed a type of process called by Vilfredo Pareto – the circulation of the elite. Pareto emphasized (rightly, we think) that such circulation

is essential and inevitable if a society is to survive. In a Paretian perspective much of the "green revolution" would have to be seen in terms of decadence which, let us remark in passing, is not necessarily a value judgment since some very impressive flowerings of human creativity have been decadent in the same sociological sense.

This brings us finally to the implications of the "greening" phenomenon for black schools. Already they are obvious, I am sure. But, before I attempt to elaborate the obvious, let me say that predominantly black schools are at a crucial crossroad. Faced with financial difficulties, loss of historic identification, black nationalsim, the problems of increasing integration, and a lack of public confidence in higher education in general, it is particularly important that we engage in serious, comprehensive and profound thinking and planning with regard to their future. As black educators we cannot be led in this. We must assume leadership ourselves. We cannot and must not be intimidated by cries for student power, by unreasonable demands for blackening the curriculum or the total thrust of the institution to the neglect of what is essential for life and work in the American society, nor should we be persuaded by the majority group and prevailing modes of education in this country to define our educational goals in terms of anything other than what is good for our students. The models of yesterday — The Harvards, The Yales, The Princetons — are not adequate for all of higher education. They are the greenhouses for the "greeners" and not the sources of inspiration needed for the new, emerging college population.

For our future and for our students, it is my view that structured curricula are very much in order instead of the cafeteria style of education which is so often confused with intellectual freedom. To this I would add emphasis upon objective standards and criteria of evaluation instead of the currently fashionable chaos of subjectivity; respect for hard intellectual labor instead of the cult of self-expression and creativity; and an understanding of the value of specialization.

In the area of general education, I encourage a curriculum desinged to do four things:

1. Stimulate broad-gauged literacy in the major areas of learning, namely: the humanities, the social sciences, and the physical sciences.
2. Develop an understanding of the interrelatedness of knowledge.

3. Expose students to the concepts and methods of the various disciplinary classifications.
4. Elevate the student's manner of self-regard through personal development, knowledge of self, and pride in identification.

Exactly how this may be implemented will most certainly differ from school to school, but the overall objective should be to lay a foundation for the development of a thoughtful, humane person capable of the type of empathy, flexibility and global view required in today's world.

To accomplish this along with genuine competence in an area of specialization is difficult in our schools because so many of our students are culturally and educationally disadvantaged. We cannot, therefore, ignore this reality. Consequently, we must forthrightly develop in all of our programs a remedial component which will strike effectively at the deficiencies which our students exhibit in the tool subjects – English, mathematics, speech – and at the general lack of training in abstract and multi-dimensional thinking.

Finally, if we are alert and sensitive to the opportunities suggested as a result of the "greening impulse", we should place high curricular emphasis for our students on the sciences (chemistry, biology, physics, geology), engineering, mathematics, various technological areas, government service at all levels, public administration and public policy, urban planning, international affairs, media specialities, ecology, penology, criminal justice, business administration, management sciences, and a host of other areas which will fill the breaches in the occupational system opened by the "greening syndrome."

Beyond this, it should be noted that our planning must take into account the fact that our society is becoming more pluralistic. There is an ever increasing plurality of life-styles, of values, of institutional patterns. To illustrate, I will mention only the possibility of pluralistic definitions of marriage and family patterns that may emerge from the current feminist movement. This, and other pluralizing trends, tend to suggest greater choices for the individual in relation to society, more options in identifying with specific roles in society and thus alternative career aspirations. Such a plurality of career patterns will inevitably have effects on our institutions and on education in general in the United States. We must, therefore, prepare to play our role in this society of the future.

Discussion

Question: Dr. Whiting, I think I kind of sensed it in your fourth segment of a general education program in terms of educational programs at black colleges. The question I want to raise is in the document on educational planning that CAP has developed. To what extent do you see a need in our educational programs on our campuses as being a means of socializing and politicizing our students?

Dr. Whiting: Well, I think that this is part of personal growth.

Comment: Well, I thought I read it that way.

Dr. Whiting: It would be included there. And also, of course, appreciation for their identification would also include some thinking with reference to how our groups might organize as political entities to get what we need.

Question: Getting down to the nitty gritty, to what extent in our social science classes as well as our humanities classes – literature and the like – do you see a definite effort or a need for us to work at the business of dealing with this issue of institutionalized racism in this country in terms of alerting our students and bringing them to a level of awareness so that they can deal with it?

Dr. Whiting: Sure, I think we must deal with it in all of the social sciences. As a matter of fact, I think we must deal with it broadly across the entire school, but I think we should especially deal with it in the social sciences, not only in political science, but also in sociology. I think you would have to look at it in economics, public administration – all across the whole spectrum of things. I think the humanists need to look at it and the humanities through the works that they analyze, fiction and non-fiction, and I do not think the scientists can ignore it because how science is used or how the results of science are used may be important in terms of this. So I certainly would not ignore this and I would hope that none of our schools are.

Question: You made the observation, Dr. Whiting, about the need for a remedial component, particularly as it relates to black college students today and of the future supposedly. Now, about two decades ago or more, remedial took on much ill repute. We are aware of this. Now, how are we going to deal with this concept and hopefully stay away from such language as "remedial"? Yet I concede that something by another name is needed.

Dr. Whiting: I am well aware of the need to avoid stigmatizing such a program by using the concept or the term "remedial". In our institution, we use academic skill center. It is just another name. You might as well face it. What we are doing is remedial work. What we must do inevitably is remedial work, and this does not only apply to black schools. North Carolina Appalachian State University must do remedial work just as we do at North Carolina Central, and if they do not, they are not wise, because I know the condition of their students requires it, just as the condition of our students requires it. So I think that we must interpret this scene to our students as part of the whole educational process and as part of our thrust to facilitate personal development and academic development on their part.

So while I recognize the practical aspects of avoiding the use of the term that might stigmatize it, at the same time I do not want us to avoid the phenomenon with which we are dealing.

Question: I would like to make one observation and then get to my question, if I may. I do not understand why educators are so careful about labeling something for what it is. A student presents himself as a candidate for the varsity football team or any other endeavor in athletics; he either survives or he is eliminated. There are students who aspire for the varsity team and who need remedial help, and they are eliminated until they are ready. I do not understand why we in education are so delicate about this. The question I want to raise, however, is the following: I agree wholeheartedly with virtually everything you have said, and it is quite possible to hear sociologists say these things that the people in the sciences feel so strongly and agree with. Now you say, check me if I am getting the right context, that years of competitive underexposure need to be compensated for when these students get to college. How can you do this in four years, and how are we going to deal with this on the part of what appears to me to be the part of modern educators to cut down from four to three years? In other words, we have a job to do with a special group of students who really need all of those things you beautifully outlined and as I see it, we need at least four years to do this rather than cutting back to three.

Dr. Whiting: I do not know whether I will be able to answer your question satisfactorily or not, but first let me say that I am not wedded to the idea of four years. It could be five or six years, or it could be three years.

Question: For some students?

Dr. Whiting: Yes. However, I have the feeling that for some students we can go to a three-year program, because when they come to us from high school, they have already had many of the substantive courses. Although they still may need remediation in the tool subjects, they do have sufficient background knowledge in the substantive areas, and they might even, after they have overcome their remedial deficiencies, really get out within the three years, but I do not hold to the four-year idea. So that in our institution, if you will pardon a reference to our institution, we assign students to our academic skill center, and our dean is here and can tell you much more about it than I can. We asked them to reduce their load to the minimum full-time load, which means that we are already saying to them that you are making a commitment to the possibility of more than four years.

Comment: I would like to comment on two things. I would like to comment on your observation and make an analogy. If I understand what you are saying when you talk about just phasing them out like a football coach does – then I would like to make an analogy between the school that has thousands or millions of dollars to recruit only the best football players. Most of the black schools have such little money and have to recruit the second best. So we have to play along with those to win in our own field. But I would like to go back to the question you asked about racism. Speaking here as a sociologist, I would hope that besides merely identifying the fact that racism exists in this country, I do not think we have to do a terrific job of teaching, because that is quite evident, but I think we ought to also emphasize the damage that racism has done to our society, both from a political, sociological and economic point, so that when black students give evidence of this same kind of racism, we can make it clear to them what this will cost them in terms of full participation in a pluralistic society. That is my concern when we talk about identifying the fact of racism, to talk about it in terms of what it will do, what it has done, and that it will do as much harm to me as a racist as it had done to the white man or any other ethnic group in this society that has practiced it.

Dr. Whiting: Well, this is why I stressed the notion of global perspective as one of the outcomes of the program.

Question: I hope I did not misunderstand you, but it seemed to me that at the outset you tended to negate or play down the effects of the various values of revolutionary counter culture on the educational system. Did I understand you correctly?

Dr. Whiting: I did not play it down. I said that I do not think the possibility of a successful political revolution in this country should even be visualized because revolutions only occur when people have reached the point of utter desperation, and I do not think we have reached that point in this country. We are too well off economically. Even our poor are well off, comparatively speaking. I have traveled through ten countries in Africa, and our poorest people would not have any conception of what poverty is like there, or in Haiti, or in the Caribbeans. We are very happy, so I do not think there is any possibility, really, of a political revolution in this country. Now I am not speaking just of blacks. I am speaking of all the people in this country. I said that the cultural revolution has affected the upper-middle classes most of all, and that as a result of this, they have copped out. They have withdrawn from anything occupational or academic that would support the technological society, and consequently, this is the phenomenon which is creating new room at the top. That, in essence, is what I said.

Now, I said also that the lower-classes and the minority groups were not unaffected by the cultural revolution that has changed their life styles. It has changed their political views, but I do not think they have yet reached the point where they reject achievement.

Question: I think James Baldwin said that a black person in this country that remains relatively conscious must be in a rage all the time. I am wondering if it is possible for educators to develop in human beings inner personal tranquility and harmony in the midst of such circumstances?

Dr. Whiting: I would say psychiatrically no. This is the whole thrust of the book, Black Rage.

Question: Is it necessary?

Dr. Whiting: I would say no, it is not necessary, but what is necessary in my view is to repair the damage done by the racism he referred to. I think you repair this by elevating the matter of self-regard, one's conception of self, and when you do this, then I think you tend to reduce the rage so that the person can at least operate within the confines of the society without becoming psychotic.

Question: I want to get back to your first exponent of general education on broad literacy. It is interesting to me that so many of the young and not-so-young blacks seem to want to redefine broad literacy. Some people would contend that there are certain concepts

from the multi-disciplined that have been perpetuated on Western culture which still constitute a part of broad literacy. In so many instances, however, you come into contact with young people, and they start talking about something that is very now. If mathematical considerations – quantitative thinking, are deemed a part of broad literacy, they say, "Make it black." Well, certain fundamental understandings of mathematics, disregarding hue, involve what we consider broad literacy in that realm. How would you comment on that?

Dr. Whiting: I think I answered that by saying that we must resist undue blackening of curriculum on the thrust of our institution. Obviously you cannot make everything black, but I think that at the same time many of our schools have not made enough things black. I think in order to elevate the matter of self-regard of students and make them proud of their identifications, they certainly must be taught contributions of the black scholars. They certainly must know something about the anthropology of ethnology and the movement in the black countries of the world. Sometimes they are very schizophrenic about this blackness anyway because on our campus, and most of the campuses, I believe there is a tremendous exodus from French. Yet black people of the world who speak anything other than English speak French, and it is much more important to know French than it is to know Swahili. You go to Africa, and you have to travel thousands and thousands of days before you find anybody who speaks Swahili. That is the eastern part of Africa, not the western part of Africa where our progenitors came from.

Question: You mentioned the need for expansion and planning in the technical age, and I agree that most of our institutions are heavily weighted towards teacher training. What do you see as being the future of black teacher training programs and the need for black teachers in our society?

Dr. Whiting: I think the need for black teachers will probably hold up for a while. As a matter of fact, black teachers are being sought all over, as you well know. I think that the need in some of these other areas has increased so that we must be reminded of the necessity to prepare our students for these other areas, and this is why I stressed the sciences as a result of this thing I am talking about. I think that because our schools have prepared people in education historically, faculty people and deans need to push towards the consideration for preparation in these other areas. If they do not have a good chemistry

building, then they ought to be pushed into giving priority to a chemistry building, or a geology lab, equipping physics as it ought to be equipped, etc. We have not put out any physicists because most of us do not have good physics laboratories. Our schools do not have the kind of equipment that a physicist needs today. I think this is a crime that black administrators are guilty of having committed. They need to face this issue. This does not mean that I am necessarily pro-faculty. Do not make that mistake.

Question: You mentioned the need for something in relation to liberal arts. If you were setting up an ideal liberal arts curriculum what subjects would you teach?

Dr. Whiting: An ideal curriculum? You mean what would I select to teach myself?

Question: Well, assuming that you were setting it up, what would be in the curriculum?

Dr. Whiting: Do you really mean a strictly liberal arts curriculum?

Comment: Strictly liberal arts. Yes, I do.

Dr. Whiting: No business administration, teacher education?

Comment: No.

Dr. Whiting: Well, if you mean strictly liberal arts, I am going to answer in terms of what I think you mean. I would set up a program that would not be too rigidly prescribed. It would be prescribed with a certain kind of experience in the humanities areas. For the experiences in the humanities areas, I would set them up initially with the use of the language, and go through some kind of inter-disciplinary experience in the sophomore year that would expose the student to the methods and concepts of the humanities. I would then allow them to reinforce this experience with in-depth experiences in such things as music and art or maybe literature and philosophy, or maybe religion and philosophy, and then at the senior year, some kind of an integrated synthesizer would be invoked that would bring to bear on the problems they have learned as they progressed through this. I would do the same kind of thing in terms of a pattern in the social sciences; starting perhaps with a broad general course on man, and then going into something a little more narrow that would focus on sociology and anthropology, political science, government, history, and on into a narrower focus. In the sciences I cannot speak too fluently because I am somewhat illiterate in the sciences today. But I would start with the history of science. Most schools do not want to be bothered with this.

Maybe scientists do not want to be bothered with it, but I think you can learn a lot of science from the history of science. I would then provide certain kinds of laboratory experiences on the upper level. These experiences in these three areas would, as I say, be brought to bear in this general integrated synthesizing course or whatever you want to call it. I would have all of this occurring in decreasing emphasis while the student increases emphasis in his major area.

Now, I would not, if I were setting up a "liberal arts curriculum," eliminate such things as business administration, public administration or education or home economics. I would include them in the curriculum because I would be developing a program which I thought would be useful to the kinds of students who were in my institution.

Question: I would like to ask a question about the curriculum that you did not touch on. How would you see the role of fraternities and sororities in the training of future students? They are still very strong in the school where I teach and I imagine in a lot of other black schools.

Dr. Whiting: Well, I have gone through several phases in my thinking with reference to them. I have been in higher education for thirty-two years and I have seen periods when fraternities and sororities really had a tremendously deleterious effect upon academic achievement. I have done studies myself where I noticed a drop in grade-point average in the semester in which probates were initiated. It was such a dramatic drop in some instances that the student never really recovered.

At that time, I was just violently opposed to sororities and fraternities. I think my attitudes are beginning to soften a little now because on our campus we are getting an increasing emphasis on what is called the service fraternities. They have community projects which are the focus of their activities, and they also volunteer to do constructive projects on the campuses. This has been good because the old Greek letter social fraternities have imitated and they are beginning to take on similar characteristics. I had lunch just the other day with a certain group on our campus, and I was most impressed by what they told me they were attempting to do.

So my attitudes have softened, but under no circumstances should an administration and a faculty permit fraternities or athletics to lag the school.

Comment: I would like to make one comment on this issue. There is probably a dereliction on the part of the social fraternities and sororities because there is not one that I can think of that does not have

the most noblest goals, and it is simply a departure from these goals that are set out by the fraternities and sororities that are causing the kinds of phenomena that we see. I think it is simply a fact that these sororities and fraternities on our campuses are not really implementing the things that they were established to do. There is not one that I can think of that does not have manhood, perserverance, uplift and all this kind of thing in their charters.

Thusly, they are missing the boat themselves in not carrying out what they set out to do. If they tried to achieve what they were doing, I think we would have a very enhancing effect on the academic program and on the self-regard of the individual students.

Dr. Whiting: I agree with you perfectly, and I think that I would add that there is also some negligence on the part of the administration and the faculty where fraternities abuse their goals. I think that we need to look very critically at what is being done, and if we find what is being done is not helpful, then we need to step in with firmness and lay down the law without equivocation.

I have some students here. They are going to go back to school and say that. But I will tell anybody on campus, and I think this makes a difference.

Question: I am concerned about this alarming drop-out rate in the freshman class. Do you think it is caused by the curriculum, the contents, or the professors that freshmen are exposed to? Something is wrong somewhere. What is your opinion?

Dr. Whiting: I can only strengthen that. I have not done any studies on it. We do have our research office looking at this kind of problem, and we have attempted through our academic skill center, and through our counseling offices, to deal with this problem, and I think that our recent statistics show that our retention rate has increased now. I do not know what the causes are. I like to think that much of it is due to the deficiences which a student brings to the school and the subsequent unwillingness of the school to deal forthrightly with these deficiences by developing programs to deal with them. Some of us are trying to be little Harvards. I do not think we have to be. I think we do a much better job than Harvard. If we look at what happens to the student over a four-year period in our schools, and compare that with what happens to a student in over a four-year period at Harvard, I believe that we will have been far more effective.

The American Association of State Colleges and Universities has put out a little pamphlet called "Effectiveness and Quality in Higher Education" where they take exactly this point of view, and they point out that what we do is far more effective in terms of end results. Harvard does not have to do much because they select all of their students. They do not need to teach them, for the most part. They can just go along in independent study or with a little guidance. But we have to get down to hard-level grass-roots teaching.

I want to say one other thing – this is a favorite of mine, and then I will run if anybody asks me another question. The teaching in our black schools, in my experience, has in many instances crippled our students, and part of this is due to the fact that we do so much fact teaching, rather than teaching our students to think. We were not sensitive either. When I was a dean, I went into an English composition class – I will not tell you at what school – It was not at North Carolina Central – and this teacher had on the board this topic for a composition: "If I were to die tomorrow."

Well, freshmen students, seventeen and eighteen and nineteen years old, do not know what to write about "If I were to die tomorrow."

And so understandably all of the kids were frozen and could not write a sentence. I think that this was a completely inappropriate type of topic to select for students to write about. They ought to select topics that they can write about out of their experiences and feelings.

Question: I want to ask you to comment on this plight that we are all very acutely aware of – the sheer survival of black colleges. This seems to be a central concern. Do you or others have any suggestions for strategy to pass on to young black college students the message that this would possibly be the greatest challenge that they should have today? In Ebony, it is stated that "I'm so busy thinking about my baby that I ain't got time for nothing else," and college slipped right from under them.

Dr. Whiting: Well, I would be, I think, perhaps redundant in attempting to answer that, you know, in toto. I have opinions which I do not mind sharing. I felt first that the title of the article in Ebony was inappropriate. The title of it, in case you did not see it, was "Our Black Colleges Dying." There is no statistical data to show that black colleges are dying, because overall there has been a marvelous increase in enrollment. There has been a tremendous increase in budgets. There has

been improvement in the quality of the faculty as measured by degrees. There has even been improvement in terms of the SAT scores of the students accepted, and in many instances the SAT scores of the students presenting themselves for acceptance. So I do not think that they are dying. I am aware of the fact that there are the Fort Valleys, the Arkansas A.M. & N's, the Tennessee States, Florida A & M's – which I will put into one category because I think they do represent situations where there may be deliberate attempts to scrounge, but I do not think this is true of Cheyney, West Virginia State, Bluefield or Lincoln, Missouri. I think those situations are entirely different. Those are situations where the schools were located in areas where whites did not have an opportunity to go to college, and when the 1954 decision came, these schools were open to them, and they were no longer stigmatized if they went to them. They took advantage of the opportunity to get an education. And I do not think this is bad. I do not think there was anything that we could have done to turn back the integration there. I like to describe them as schools under black administrators. That may be a weasel way out, but they are under black administrators. So I differentiate – and this is what the article did not do. The article did not differentiate between this type of school – the Cheyney's, the Lincoln's, the Bluefields's and so on as against the Fort Valley's, the Tennessee States, the Arkansas A. M. & N's and so forth.

I do not fear the inclusion of the black schools in the state-wide systems. As long as the legislation which sets up these state-wide systems does not change the mission of the school and does not change the function of the type of minister. The evidence is not in yet as far as I am concerned. I do not know that Arkansas AM&N is really being merged out of existence. Arkansas A & M is part of the University of Arkansas system. I do not think I am being more sanguine than the facts would warrant.

Question: You are a chancellor now. Formerly, you were a president. How have your duties changed?

Dr. Whiting: Not a bit of change; not a bit of change. I still have a local board of trustees. Our system is unique. All of our institutions retain their local boards of trustees, and then we have another board set over that.

Question: How will your budget go up under the new setup as compared with the past?

Dr. Whiting: My feeling is that we will get a more sensitive response to our budget requests than we have in the past, because in the past each person had to go to the legislature as an individual. Unless you had a whole lot of political moxie behind it, they did not pay much attention, and it was a most disenchanting experience to go to the legislature committees to submit your budget and then getting up and walking out. The governing board is a different experience because the governing board is such an administration where largely educators and other highly educated people give us a much more sensitive hearing. Not only did they do that, but they had more time to come to each campus after they had established their priorities. They said, "Now, what do you think of these priorities? Can you live with them?" And we had an opportunity for two or three hours to say what we thought and suggest changes and so on, which we did and which they accepted. I never could have done this under the other system.

Now, it is too early. There may be some things down the road that I cannot see at this point, and if there are things that are against us, I will be the first to yell.

Comment: I think that your situation in North Carolina is somewhat different to some other parts in the South.

Dr. Whiting: Well, I am appalled by Tennessee State's situation. I think that is horrible.

Comment: I think it only fitting that you have one question from a woman.

Dr. Whiting: I was just hoping that this would occur.

Question: I do not know if you can answer this, but you mentioned a pluralizing trend specifically related to the feminist movement, and I understand that some colleges have already instituted courses in woman studies. Do you feel that this issue has any significance for us here at this meeting at this time?

Dr. Whiting: I think I would have to say yes, because years ago when I first started teaching sociology, I wanted to make the plight of the Negro in the United States dramatically obvious. I referred to the Negro as the "lady of the races." The "lady of the races" because the women's status was so parallel to the status of blacks. They were both isolated, both excluded, you know. And so this is why I did it.

So I think that since I made this parallel way back, that I would have to say yes. We ought to look at the special problems relating to women, and I think that there ought to be a course or several courses in

different areas, particularly in sociology, related to the role of women in the technological society or the role of women in our social system.

Question: I would like to ask what steps would you take to focus the objectives of our college sororities or fraternities back to the original objective rather than letting them subdue the college programs?

Dr. Whiting: One, we have encouraged the development of the service fraternities where the objective is not strictly social, but service; and two, if they are violating the regulations the panhellenic council develops, then I would suspend them for a year, and as Dr. Riley has said, I think we would have the support of the regional and national offices. As a matter of fact, I know we would because I was involved in such a case at another institution, and the regional office and the national office were very, very helpful. That turned that fraternity around. However, it takes a little fortitude to suspend them. You might get a little demonstration, but who cares about the demonstrations. Suspend them.

Question: One more question in an area you have not touched on, but one that I think is relevant. What about the curriculum in relations to the working student? We have a high percentage of students that spend an awful lot of their time on the job working to pay the tuition, and also the older students, the married students, the men and women that come back and have family obligations and work obligations.

Dr. Whiting: Well, I think we have an obligation to develop all approaches to higher education, approaches which would enable students whom you describe, particularly the mature ones, the working ones, to participate in non-traditional forms of higher education. I think, for example, that we might think in terms of the development of a weekend college with degree programs for working people; night programs, possibly night courses not on the campus because some recent studies by the Educational Testing Service show that older people prefer not to go to the campus even if the campus is nearer to them than the off-campus center. They would prefer to go to the off-campus center. You can get that study from the Educational Testing Service. It is now out.

And then I think that we have to do away with these residence requirements at the masters level, for example, or the doctorate level where the people are required to spend so much time on campus. I think this is a lot of nonsense. Let us give the students an opportunity

to study. If they are really motivated to study, then do not worry about residency and things of that sort.

Question: What about releasing hour loads, specifically with students that work too many hours?

Dr. Whiting: I have been trying to encourage our people to develop a three-year program where you reduce the number of hours required for graduation and so you really have a three-year curriculum.

Comment: I just quickly thought that there was some sort of contradiction in what you just said there – the idea of going to a three-year academic program as against the first point you said, and that is make certain you are giving a solid academic program.

Dr. Whiting: This would be solid. It would only be for students who could tolerate it, you know. I said I was not wedded to the four-year concept so I would go over four years just as well as going under it if there were students who could benefit from it.

Comment: I guess what you are saying is that the basic principle is: if the student gets the stuff in three years, fine, and if it takes him six years –

Dr. Whiting: Right.

PAST GOALS, PRESENT MISSION AND FUTURE PROSPECTS FOR OUR COLLEGES AND UNIVERSITIES

Broadus N. Butler

It is a mixed pleasure to be here at a time like this. It was at a time like this in this same city in 1895 that Booker T. Washington—whom many of our present young people try to stigmatize by the term "Uncle Tom"—spoke to the Atlanta State Fair, which attracted people from all over the nation. What he said at that time, in effect, saved the institutionalized Negro college movement and caused the South to be the major section for the development of Negro colleges.

I would like to think for a while about the early goals, the formation of the institutions you represent, the circumstances under which they came about, and the peculiar process that is now tending to establish a repetition of history that may not be so good for us unless we do something about it.

The man whom these young people stigmatize as Uncle Tom instead of honor was the Reverend Josiah Henson. He was the founder of one of the earliest of the colleges for the education of slaves. He organized it in 1839 in Dresden, Canada, and it was called the British American Institute.

He had come out of slavery in Washington, D.C., and in Kentucky. He had walked as the leader of nineteen or so people across from Washington to be freed in Kentucky, but he was betrayed and had to escape as a fugitive. He took all nineteen with him to Canada.

Josiah Henson's master who was in Washington had made a compact with the Reverend Josiah Henson that his family and the others upon payment of a certain amount of money to his brother in Kentucky would be manumitted. The Rev. Mr. Henson vowed to earn the money on the way, and he did so.

When they reached Cincinnati, some people advised them to go on across the river to the north. He exercised a peculiar trait of wisdom. Even our faculty people who resist the teaching of Uncle Tom's Cabin or do not have the knowledge of Harriet Beecher Stowe's book which is called The Key To Uncle Tom's Cabin do not know that at the time that the Reverend Josiah Henson reached Cincinnati, Cincinnati had a

law enacted which required any fugitive to post a $1,000 good behavior bond. And moreover, more Negroes were shot trying to get across the river than were welcomed on the other side. He decided at that point, on listening to this advice—and particularly on knowing that he had earned the money to pay off the contract—that he would rather have these people go north as free people than have them hunted down as fugitives.

When he reached Kentucky, he found that the Washington brother—there were two Riley brothers—before sealing the contract had changed the figures. Even when he saw the new higher figures, he still agreed to work out the terms. In the process of working out the new amount, the brother in Kentucky also betrayed him. Mr. Henson never betrayed the nineteen people. The Riley brothers betrayed him. Mr. Henson was unaware that Mr. Riley had sent his son along with instructions to sell Mr. Henson. This son took ill in New Orleans. Mr. Henson nursed this son back to Kentucky, only to find that there was no gratitude even for this deed.

When he discovered that the situation was desperate, it was then that he became an underground operative and took his people out. Later he even came back and assisted many others to escape. Some 200 people eventually were settled by him in an area near Dresden, Canada. There he founded an institution, which is now regarded in Canadian history as the first vocational institution of higher education in that country. He organized it for the education of slaves.

In addition to this, he became the minister of Bethel M.E. Church in Chatham which he also founded. In addition to the church and the British American Institute, which he founded, he bought some 200 acres of land for these people. There stemmed from this community a group which, in effect, established a charter to set up a new territory in the United States in which all people would be free.

Every time I hear present day young separatists saying "we need a new republic in the United States" I cannot help but think that they just do not know how old this idea is. At that time, new territories were being founded, and this group planned to establish a new territory in the United States in which all people would be free and in which anyone could live.

Harriet Beecher Stowe heard about Mr. Henson and his work through Frederick Douglass about 1847. She later based her own great

documentary on his life and work. She published the Uncle Tom's Cabin in 1853.

John Brown also heard about this man and his work. In the process of maturing the plans for the Harper's Ferry raid, there were meetings in the Bethel M.E. Church in Chatham called the Chatham Conventions of 1858 and 1859. The conferees, including John Brown, tried to get Frederick Douglass and Harriet Tubman to come there. Frederick Douglass knew John Brown and he knew what his purposes were. Douglass refused to come to the 1859 meeting. However, Frederick Douglas was invited to Detroit to speak in the Second Baptist Church. When Douglass accepted, they brought the people over from Chatham to Detroit to meet with Frederick Douglass at the home of William Webb. It was there and on that night that the final decision was made to engage in the Harper's Ferry raid. The only survivor of that raid was one of the Negro men who volunteered that night to go with John Brown after Frederick Douglass failed to dissuade them from that course of action. In that climate, our nation went into a tail-spin which deteriorated into the Civil War.

Immediately following the Civil War, some very interesting developments took place. There was a very rapid formation of colleges and hospitals by missionaries, missionary organizations and the Freedman's Bureau. There was also one major antecedent to the Civil War which led to the formation of these institutions.

In 1839, a ship which was built in Baltimore and which was named the Amistad, was used in the illegal slave trade in Cuba. A group of 53 Africans were to be transported from Havana to Principe, which was just to be a 40-mile, overnight trip. A mutiny occurred on the ship, and it wound up in Long Island, New York. The Africans had mutinied and tried to steer the ship back to Africa. The Ship zig-zagged up and down the Atlantic. Rumors went up and down the coast that there was a ghost ship out there! The people on this "ghost" ship became the subjects of the first civil rights case to reach the United States Supreme Court. The case involved two presidents, a former president and a Supreme Court Justice who had been the political enemy of the former president. John Quincy Adams was the former president who agreed to argue the case before the Supreme Court. The Court had to decide two questions. Well before Abraham Lincoln's Emancipation Proclamation even, the question of slavery was decided by this Supreme Court.

What the 1841 Supreme Court decided—even though the Chief Justice at that time was a "strict constructionist" under the present conception—was that no human being could be legally considered to be chattel. Secondly, it decided that any human being before the Court had the right to due process. This was almost 27 years before the 14th Amendment was written and incorporated into the Constitution and 22 years before the Emancipation Proclamation.

There was a precedent for this legal interpretation in the Northwest Ordinance of 1787 and in the earlier Declaration of Independence. These precedents had not been included in the Constitution. Two things were thus established in judicial law. One, that every man, in spite of the fact that the Constitution had not counted every man a full person—every man was a full person in American law and that, in effect, the slavery institution was illegal. Every man had full citizenship rights which were to be respected in the concept of due process.

With that interpretation came the first court confirmation of the efforts of the first of the anti-slavery organizations which had developed as early as 1830 and 1831 in Philadelphia. This and other anti-slavery organizations were developed initially by Negroes. Ironically, the first major incident which established church segregation also occurred in Philadelphia in 1787 at the St. George Methodist Church. There is a strange paradox that the State of Pennsylvania was founded by a Quaker and was the first of the states to eliminate slavery; yet, it was also the first to broadly institutionalize segregation. It was in Philadelphia that the Reverend Richard Allen and the Reverend Absolom Jones were lifted from prayer on Sunday morning and invited out of the church. That was the incident which was the background for the formation of the AME Church and the first civil rights organizations in the United States. The AME Church by 1856 also was the founder of Wilberforce University. The Wilberforce community also become the site of Central State University in 1947.

From this historical background and in this historical context there developed a fundamental pattern which became both a way of life and a goal for present Negro institutions. They saw education as a very special mission. Several missionary groups which came out of the Amistad case, one of which was the American Missionary Association, directly promoted the ideal of education to elevate both persons and

people from servitude to self sufficiency. This is the relationship which people have now distorted. The educational link was more viable under those circumstances than now. In the 1840's, the first effort of the American Missionary was to assist the group of 53 Africans who had been freed by the court. They first formed what was called the Mendi Mission Society. It assisted the Africans to return to Sierra Leone where they established a school. The missionaries continued to work with the African group.

In 1846, the organization became the American Missionary Association. It turned attention to the American South and began educational and anti-slavery programs. By the end of the Civil War this and other groups began to develop educational institutions. They organized hospitals, churches, community programs and total social efforts which rival the present day OEO. These institutions grew and they multiplied.

In my hometown, Mobile, Alabama, immediately after the Civil War, there was a conference. I am very proud of that conference, because it was out of that meeting that two things happened. The conference committed itself to found educational institutions which would be chartered under a commitment that "in the admission of students and the employment of faculty none would be debarred because of race and color." Secondly, these institutions were to be total systems from elementary school through college.

As a result of this conference, the same commitments began to be inscribed in the public school constitutions in the Southern State Conventions of the Reconstruction period. It was because of the Negroes in these conferences and because of the interracial groups in the missionary associations that when the public schools began to be formed in the South during the Reconstruction Period there was constitutionally incorporated in states like South Carolina, Alabama, Louisiana and Georgia the phrase, "None shall be debarred for reasons of race, creed, and color" in the public schools. So initially, the public schools of the South were organized under a concept and commitment to integration and that was mainly because of the private missionary-founded institutions which you represent. Moreover, where there was resistance to organizing public schools, other initiatives were taken in the private sector.

The free Negroes of North Carolina you should read about. There are those here who know the story of Charles W. Chestnutt and

Charles Chestnutt's father and the five men who gave up their land and a considerable amount of their meager fortunes in order that the first Howard University could be founded. That Howard University is now Fayetteville State College. It was founded as a private institution before the Howard University in Washington, D.C. Charles W. Chestnutt later became its President. This brilliant man was the Faulkner of North Carolina because he was the most brilliant writer of that period. He also was a lawyer and an administrator. He was, I think, the first President of that very institution. The important thing is that most of the present public institutions were first founded as private institutions under similar conditions and later converted into public institutions.

The Morrill Act was passed in 1860 for the purpose of using the Education clause of the 1787 Northwest Ordinance to bring about the land-grant colleges. This Act did not anticipate the participation of Negro institutions in the land-grant concept. I think that present-day students should know about P.B.S. Pinchback and the struggle that he had with the Louisiana legislature to establish Southern University as a land-grant college. He had served in so many capacities. He had served as Governor and he had served as Lieutenant Governor of Louisiana. He is one of the few men in the political history of the United States who was elected both to the Senate and to the Congress by a State. He was not seated in the Congress. There is a record showing that the United States government paid him $16,000 in lieu of seating him after he was duly elected by the State of Louisiana. He came back and served in the Louisiana legislature. He also served as President of the New Orleans School Board and as State Superintendent of Education. I do not know what else a single man could do; but other things that he did included: in 1876 he got through the Louisiana legislature the legislation to establish the first of the land-grant colleges which serves primarily Negro students. Even P.B.S. Pinchback said that the institution grew to become the largest of the Negro administered land-grant colleges—Southern University of Louisiana.

The past goals of all such institutions, private and public, were to provide the best education to as many deprived young people of all groups in the United States as possible. Because these institutions remained so firmly committed to these goals, they survived even the post-reconstruction commitment to the resegregation of the nation.

To digress a bit, I think that those of you who are historians and sociologists also should look into the relationship between institutionalized slavery and segregation. I am thoroughly convinced that the North eliminated slavery because segregation was in the better interest of the unprepared immigrants who could not compete with the skills and the economic labor arrangement that was involved in urban slavery. Slavery uses the total skills of people. Segregation cuts off from access to the economy persons who possess skills. When a labor union or management discriminates, it cuts off from the economy persons who would be utilized in that skill. In slavery there is a commitment to the total use or to the maximum use of those personal skills. For an understanding of the early days of northern slavery, I recommend to some of you a little book called Early Slavery in New York. You will see that when the Dutch came into New York in 1604, they were not committed to the total slavery of people. Their version was very much what we now called "involuntary servitude."

The strangest thing about this period from 1604 before the British took over in 1664 was that the slaves under those contracts had legal recognition. If a master did not uphold his contract, the slave could take him to court and get a hearing or get a judgment. But Jews and in some instances others had no civil rights and had no hearings in court. Discrimination at that time was religious rather than racial or social as in our present conception.

When the British took over in 1664, they had to deal with another problem. They had to deal with a large number of immigrants who were coming into New York and with the fact that these immigrants could not compete on the market with slave skills. So the preference became to eliminate slavery and to erect segregation as the modus operandi of economic control. There were early emancipation proclamations in Pennsylvania, New York and Massachusetts and other states, but there was also the first institutionalization of what we now call segregation phenomenon.

This is the pattern which also reached the South after the slavery institution was eliminated. The sentiment for segregation quickly closed down the reconstruction period. The thrust came from national patterns as well as local centers in what is presently interpreted as the results of the Hayes-Tilden election of 1876. This was somewhat replicated in our present history in 1968 in the Nixon-Humphrey election. That is the reason that I have a present concern that one of

the landmarks of the recent election was not so much what happened in the two political parties. This latest executive victory brought the balance of power into the Executive Branch in a way that the balance has never been since the Hayes-Tilden election of 1876. In it came also specifically the power of the Executive Branch to shape the composition of the Supreme Court.

When the court was shaped in the aftermath of the Hayes-Tilden election, the first impact of that change of the court was to eliminate all of the reconstruction laws, most of which were parallels to what we have just seen in what are presently called the Civil Rights Laws. (The 1869 Louisiana Open Accommodations Act, the 1875 Civil Rights Act, and the incorporation of the integration commitments which I just recited to you in the public field were all reversed in the South by the United States Supreme Court in the 1880's.)

Our educational institutions which were founded during the reconstruction period survived even that kind of impact. They survived the period of the eighties. They survived the period in the nineties when the nation also turned its back upon the Indians and other minorities. They survived the lynching period that came about in the late eighties and lasted through the 1930's. They survived two great economic depressions—the Pre-World War I depression and the depression of the late twenties.

Many people who look at these institutions and talk about black illiteracy do not realize that it was not until 1941 that 50 percent of all the high school age students in the United States were in high school, and that at the turn of the century the number was less than 10 percent. This is not a black statistic, it is a statistic about the total population of the nation.

Through these institutions, we have brought this nation to a new plateau, particularly through the educational methodology, the moral goals and the successful development of civic leadership in these institutions. We have brought this nation to commitments which are beneficial to this nation, one of which is the civil rights commitment itself. In the wake of the civil rights commitment, this nation made preparations for a larger commitment to education not just for Negroes, but for all Americans. In 1964, the college population was about 3.3 million. There are now some 8,000,000 people in higher education. In 1964, there was an estimated 128,000 Negro youth in colleges, and that 128,000 has grown now to an estimated 500,000.

I would like now to quote a few passages from a previous talk which I made in 1969 expressing the main concerns which I wish you to consider today.

"This period should well be used by most Negro-Americans for sober reflections upon where we are as a component of this nation, from whence we have come and whither we go now. It is obvious that we are in a period of rapid and sometimes apparently uncontrollable change. We have seen upheavals in over 200 college campuses. Between 1967 and 1968, there were riots in 176 cities.

"The greatest problem is not so much the fact of change as whether or not we as a total national community can direct and shape the quality of that change to our own best interest and in the best interest of the nation.

"We have seen the recent plea of Mr. Roy Wilkins that Negroes themselves begin to address themselves more forthrightly to the more serious problem posed by the few black power advocates who are constantly fed into the limelight by the white news and television media.

"This is a very serious matter. Who are they to lead us back to the same conditions of segregation, alienation, and untenable group weakness that their forefathers revolted against and that the Walter Whites, the Roy Wilkins, the Thurgood Marshalls, the Martin Luther Kings, and the Ralph Bunches struggled so valiantly and successfully over a period of 50 years to lead us and this nation away from?

"Many of the present young people have not even taken the time to find out who Walter White really was. How many of you know why it is that we have had no lynchings for the past decade as compared to some 2,000 in the peak years of the lynch period, which Walter White and the NAACP successfully eliminated?

"Most of these young people have little knowledge of the 30 years of brillant and difficult legal efforts to integrate the colleges and universities of this nation starting with the Gaines case in Missouri in 1938. All of these efforts have made it possible for them to be admitted to the colleges and universities of their choice on the basis of recognition of their intellectual talent and merit instead of their race. And even a greater amount of difficult legal effort went into the removal of the very same segregated conditions of all the universities and colleges which they are now demanding to be restored.

"What do we now find? Negro students are being used by large university administrators and faculty people on the major university campuses to demand institutionalized segregation in direct violation of all of their own predecessor-student's efforts and commitments dating back to 1960 in Greensboro, North Carolina. All of their own early demonstrations and all of their own successes in setting this nation and its educational institutions and systems on a right path are now being frustrated and reversed by a new crop of students less than one decade removed.

"What disturbs most of us about all of this is not so much that the young people are not well intentioned, but present youths are so gullible and feel so confused inside themselves as to be manipulated most effectively by politicians, by organized operatives, even by some religious and philanthropic foundations, and by both black and white extremist groups. These are driving them right back into the psychology of ghettoization under the name of black power."

(Note: It is very strange that we never used the term "ghetto" until it came to us during this period. I remember Dr. Frederick D. Patterson saying, "I am just now learning that I was born in a ghetto.")

"It is pitiful as I read the present proposals of Negro students that all of the major universities establish black colleges on their campuses and feed as many students as possible into them. Most of these universities only have a handful of Negro students on their campus anyway, and these students are already segregated. They have never seen a truly integrated northern university campus.

"Now they are being given all the possible encouragement to be the instruments of their own further segregation. There is nothing either creative or novel in reinforcing the segregation that already exists on practically every major university campus and college campus in every major university town.

"The irony is that people that really have the power have manipulated these students into the position that the students themselves are asking for all of this. There are those who have always argued that this is good; that this is what Negroes really want; that this is what is best for them. And one will also hear these arguments even now in highly respected and highly respectable Negro circles. When we view the students of the period 1960 to 1964, the whole world recognized the merit of their appeal. Their appeal was for an opportunity to fully demonstrate their knowledge power and their

moral power in the mainstream of this nation. And most of these same people were asking even then, 'Why do Negroes want to be integrated when they are so ill prepared to even feel comfortable in the mainstream of American life?' "

Those students who were involved in the early civil rights demonstrations proved their point to all of the cynics because they are now in the mainstream. They are listed among the major achievers in this nation. One of these is the distinguished U.S. Congressman Andrew Young right here in Atlanta. A man of earlier comparable stature, Mr. Joe Black, is Vice President of Greyhound Corporation. Negroes are listed among the major achievers of this nation—as corporate officers; as city, state, and national officials; as university professors; and as constructive citizens in the mainstream of American life. And now they themselves are being called "Uncle Toms" by the present group of young separatists.

There is nothing more troubling than a report I received from Mr. Joe Black last week, that some of the $100,000-a-year young Negro athletes refused to go to the funeral of the great Jackie Robinson, saying that they were not going to attend the funeral of "that Uncle Tom."

Strangely enough, not a single one of them, not a single one of them can pick up the business that Jackie Robinson at the time of his death had developed. He was bringing some $20,000,000 in contracts he had just completed to the Negro community. Mr. Robinson had a clause in each of his contracts which required that all his subcontractors shall either be black subcontractors or shall have substantial participation by blacks in all of their employment rolls.

The last thing that Jackie Robinson said as a public statement in Oakland, California where he was guest of honor of both leagues at the World Series of 1972, was: "While you pay a tribute to me, I think you will do it more sincerely when I see a black manager of a major league team." Can you imagine young athletes, because they can run and catch a baseball and make $100,000 a year—and even spend a million dollars for a home instead of contributing $1,000 to their colleges—saying, "I will not attend his funeral because I will not attend the funeral of an Uncle Tom." They do not even know Uncle Tom!

I have already given you the story of Uncle Tom, but you should also know that this man, while the United States was passing the

infamous Fugitive Slave Act of 1850, the same Reverend Josiah Henson was being honored by the Queen of England. And by sheer coincidence, when the Hayes-Tilden election results were being reported in 1876, the same man was being honored again in England and in Canada for his great work.

Now, just where are we going? Are we going to educate and develop our youth for maximum productive participation in the mainstream of American life and equip them with the fundamentals by which they can gain a real foothold in the areas of economic power, political power, knowledge power, and moral power in this nation? Or are we going to sit by and see them continually duped into returning themselves and their whole generation right back into the void of powerlessness which we have overcome through the long, half century of the civil rights movements?

If they are to exercise real power, they had better get those other four prior elements of power first. To communicate this to them and even to you will not be easy because there are powerful forces supporting the present distortion of this goal. These forces are giving highest visibility to black militants and any other Negroes who advocate separatist goals. They invariably characterize them as leaders. Moreover, they constantly surround these people with the same kind of hypocritical aura of respectability that was given to Professor Timothy Leary and other adovcates of the drug scene when that phenomenon was suddenly made intellectually respectable.

No Negro would be so blind to his own, long-term, best interest as to become so easily convinced that all of these efforts by both conservative and liberal whites make black segregation again respectable.

As I listen to them, I get quite a different version as to why they are so completely willing to help black men resegregate themselves. Negroes are helping them to reverse the very tenets of the 1954 Supreme Court decision and the 1964 Civil Rights Act which made it illegal to segregate anyone in the first place. And they now take a peculiar and perverted pride in claiming that the law and the court decisions did not make it illegal for Negroes to segregate themselves. Their claim is that they are helping blacks to satisfy their own deep need to be segregated in spite of the law.

Their version is that Negroes are indeed inately inferior and so naturally desire segregation. They are socially and economically

incapable of being members of the mainstream of an affluent society. They claim this is really what is best for them. This they believe. It constitutes no change whatsoever from what has always been their belief.

My puzzlement about Negroes is that in spite of what Negroes have said and fought for throughout the full half century—indeed, throughout two centuries—they now are invaribly making the segregation thesis appear to be circumstantially right. And here the stakes are high, because we are looking at real problems, not theories.

The Negro population of the United States comprises more than 12 per cent of the people, but it shares in less than 3 per cent of the gross national product. It is equally serious that the Negro unemployment rate is twice the national rate which itself has gone beyond the crisis point of 5.2 per cent. The Negro rate is now at 12.2 per cent.

Most devastating is the fact that in spite of the increase in numbers, the total educational system has failed to produce a proportionately larger number of Negro scholars. The present system not only still underutilizes, underrates, and possibly denies their potential; but it constitutes a most positively stiffling instrument to prevent their more rapid incorporation into those economic areas with the national life which will lead to a greater sharing of the gross economic productivity of this nation.

It seems that societies can survive depressions, and they can survive low points much more effectively than they can survive affluence. Look at the history of Rome; the history of Greece; the history of Egypt. All these systems collapsed at the time of highest affluence. We similarly stand as an affluent nation. For example, we have a one trillion dollar gross national product. The Dow-Jones average just went over 1,000 for the first time in history; and yet we have the highest unemployment ever recorded in the history of the nation because the country is convinced that it can be productive but it does not need people. The whole business of tying education to the needs of productive economy is now being questioned by economists themselves.

In New Orleans, there are plans to build a half-billion dollar superport, but they are not planning to use more than a couple of hundred people to operate a half-billion dollar superport. One factory in Louisiana is producing a half-billion dollars in plastics, but it uses only

about 340 people and only about 48 professionals among these. A petrochemical industry, which is producing three billion dollars worth of chemicals is using less than a thousand people. This suggests that production no longer requires large numbers of people. Even in the professions last year, there were something like 30,000 doctorates produced and less than 14,000 were employed. There is reported to be presently a surplus of over 100,000 credentialized teachers who are unemployed in that profession.

My specific and present concern is that there appears to be a move afoot both in a major educational circle and in some public and private funding sources, to use the continuance of the present black appeals for black spearatism to reestablish segregation in education and again to reduce the Negro part of the segregated pattern back to the lowest common denominator. Unfortunately, Negroes are helping to carry the ball for them.

You must know what is happening, and you must know what serious purposes for this nation are vested in the conduct of your institutions now and into the future. You must also know that you may not expect the proper amount of support toward the development, enlarging and refining of your institutions which have been for, lo, a hundred years the promoters of a unique educational tradition. So you have a double mantle to bear: The mantle of history and the mantle of that future which only you yourselves must produce for our youth and for our nation.

PART II

SECTION A

PLENARY SESSIONS ON CURRICULUM CHANGE AND IMPROVEMENT

PART II

The central purpose of the summer workshop (training program) was to provide an opportunity for a selected group of students, faculty and administrators to meet with each other and with consultants and speakers in intensive study and discussion sessions to consider ways and means for improving the quality of the curriculum at black colleges. A basic assumption of the program was that every institution of higher education was a unique entity with its own specific objectives. Consequently, it was recognized that each institution must work out its own curriculum improvement design by defining its own problems, setting its own priorities, and solving its own problems in the light of its own traditions and resources. To this end, much of the emphasis of the training program was geared toward the participants conceiving and developing plans of action for curriculum revision at their respective institutions.

This section is organized in three parts:

SECTION A – Papers given at the four plenary sessions in which ideas and thoughts on curriculum improvement and change were discussed.

SECTION B – Synopsis of four educational systems which addressed themselves to the educational needs of students matriculating at black colleges.

SECTION C – Abstracts of curriculum documents prepared by each college team; the documents were addressed to specific academic problems at each institution represented.

CURRICULAR DEVELOPMENTS AND NEEDS IN BLACK COLLEGES

Hugh M. Gloster

I am pleased to have the honor to address this Summer Workshop in Cooperative Academic Planning on "Curricular Developments and Needs in Black Colleges." This is a subject which has occupied a very important place in my career during my experience as a student, as a teacher, as a department chairman, as a summer session director, as a dean, and as a president in black colleges. This morning you may not hear the voice of wisdom, but you will certainly hear the voice of experience.

In the discussion of curricular needs and developments in black colleges, it is helpful to give some background concerning the past out of which these institutions have come and the present in which they are struggling for survival and success.

The private black colleges of the United States are by-products of slavery and segregation, and they still bear the stigma and scars of these two infamous American institutions. The first two private black colleges, Lincoln University in Pennsylvania and Wilberforce University in Ohio, were founded before the Civil War. Most of the others were founded between 1865 and 1900 by Northern missionaries and Negro churchmen who believed that education would lead the freedmen to equal citizenship. The initial purposes of most of these institutions were to give training in the three R's and to prepare teachers and ministers; but from the beginning most of these schools were called "normal schools," "colleges," and universities," not because of what they were at the time of their founding but because of what they hoped to be at the time of their fulfillment.

As we all know, black colleges were started because Southern colleges generally barred Negroes altogether and Northern colleges admitted them either in small numbers or not at all. With the doors of white colleges either closed entirely or only slightly ajar, private black colleges carried almost the full responsibility for the liberal arts education of Negroes for more than a half century after the Civil War. It was not until 1922 that the first state-supported liberal arts college for Negroes—North Carolina College—was founded.

During the century after the Civil War Negro colleges existed outside the mainstream of American higher education and picked up weaknesses that still plague many of them—insufficient funds, poorly prepared teachers, underachieving students, inadequate libraries and laboratories, and cultural isolation. Within this segregated system a tragic cycle developed among the weaker Negro colleges in an educational system stressing the preparation of teachers: poorly prepared teachers trained poorly prepared students who in turn became poorly prepared teachers who trained other poorly prepared students.

From the beginning the Negro colleges were victims of prejudice and poverty. Prejudice was an external and poverty an internal deterrent to their progress. Despite the handicaps of prejudice and poverty, private Negro colleges survived and progressed during the century after the Civil War. While the black man himself was changing from slave to freedman to citizen to elector—he is still not an equal citizen in this country—the Negro college was generally evolving from elementary school to normal school to teachers college to liberal arts college. Two of these institutions—Atlanta and Howard—became bona-fide universities.

In 1896 the decision of the United States Supreme Court in the Plessy versus Ferguson case held that the separate-but-equal concept is not in conflict with the equal protection provision of the Fourteenth Amendment. With segregation thus constitutionally sanctioned, Southern states passed statutes to separate the races "in the use of schools, churches, cemeteries, drinking fountains, restaurants, and all places of public accommodation and amusement." As far as Southern education was concerned, constitutions were adjusted and laws were passed requiring that "all public schools must be separate and pupils of the white and Negro races are not permitted to attend the same school."

Between the Civil War and World War I most American Negroes lived in the South; and most blacks got their higher education in Negro private colleges, which became not only the main promoters of black history and black hope but also the principal avenues to higher education and professional careers. In 1916, 1,643 students were in college; and of this number 1,487 or 91 percent were in black private colleges. During this period black private colleges proved that Negroes could and would obtain and use higher education; and they trained

leaders and professionals—teachers, ministers, lawyers, librarians, social workers, physicians, dentists, nurses, businessmen, and politicians—needed by a race moving from slavery toward freedom.

In 1957 fifteen black four-year colleges—ten private and five public—and three junior colleges, all private—were admitted to the Southern Association of Colleges and Schools; and at the present time 63% of the Negro colleges are accredited, and all of these institutions are admitting only high school graduates and are showing impressive strength as educational institutions.

During the 1930's the NAACP began to attack the separate-but-equal ruling handed down by the Supreme Court in the Plessy versus Ferguson case and gained a favorable decision in the Gaines case, which opened the University of Maryland to Negroes. In the 1940's the NAACP broadened its attack and won important victories in the Sweatt and McLaurin cases, gaining the admission of Negroes to the University of Texas and the University of Oklahoma. During the early 1950's the NAACP struck hard blows at public school segregation in cases in Clarendon County, South Carolina; Topeka, Kansas; Wilmington, Delaware; and Prince Edward County, Virginia. Eventually, in a decision given on May 17, 1954, the Supreme Court overthrew the separate-but-equal provision of the Plessy versus Ferguson case and ruled that segregation in public education is unconstitutional.

As far as Negro colleges are concerned, the Supreme Court decision of 1954 plunged them into a new world of competition and problems. Prior to 1954 Negro colleges competed chiefly with each other for students, faculty, and support. Since 1954, however, they have been contending with predominantly white institutions in these three areas.

Prior to 1954, black students in the South usually had only one choice in seeking a higher education, and that was to attend Negro colleges. Since 1954, however, they have gained several other options. They may also attend predominantly white colleges of the South as well as of the North and West, including scores of two-year community colleges that are mushrooming in the metropolitan centers of the nation and are less expensive and often more accessible.

The increasing use of these new options by black students is reflected in growing black enrollments in predominantly white colleges. Although the enrollment of students in black colleges, public and

private, increased from 63,333 to 160,000 between 1953-54 and 1970-71, an increasing number of Negro students are entering predominantly white institutions. For example, between 1953-54 and 1970-71 the number of Negro students in Southern white colleges rose from 453 in 1952-53 to 51,000 in 1970-71; and the number in Northern colleges soared from around 45,000 in 1953-54 to 120 000 at this time. The black enrollment spurt in Northern institutions has been stimulated by the northward and westward Negro migration, which has reduced the percentage of blacks in the South from 77 percent in 1940 to 55 percent in 1970; by the expanded recruitment of talented black students by white colleges; and by the promotional activities of the National Scholarship Service and Fund for Negro Students (NSSFNS) and the National Achievement Program, which guide black students to integrated colleges and provide scholarships and financial assistance for them. As a result of these new trends, predominantly white colleges are now enrolling a majority of black students.

Incidentally, this financial encouragement of black students going to white colleges has never been paralleled or matched by similar support for white students going to black colleges. As a result of this lack of inducement as well as of the power of precedent and prejudice, only a small number of white students now attend black colleges in the Middle and Lower South.

Not too long ago Negro teachers were almost totally neglected by white colleges, and white faculty members in black colleges were rarely recruited by other institutions and were frequently stigmatized. In the old days, moreover, teachers were usually motivated by service and sacrifice as they taught ex-slaves in an unfriendly land. At present, however, teachers generally seek positions offering the best advantages in salary and security; and predominantly white colleges and universities vigorously compete with predominantly Negro colleges for both white and Negro teachers. Some predominantly white schools are seeking black teachers in an effort to right a centuries-old wrong or to get the best possible personnel. Others are seeking one or more "token" Negro teachers in order to provide racial window-dressing or to qualify for Federal grants. Regardless of the motives, black colleges are hard pressed to compete with richer white schools for black faculty and staff.

There is also the formidable task of competing with wealthier predominantly white schools for funds. These institutions frequently

have an awesome advantage because their endowments and fees are much larger and their alumni are generally the owners and controllers of the wealth of the country. Negro colleges have an especially difficult time in raising money for land, buildings, and equipment. Moreover, the short-term grants which Negro colleges receive for programs, salaries, and scholarships leave an uncertain future after the expiration of these awards. So far black colleges have only scratched the surface in getting financial help from affluent Southerners, many of whom have gained a considerable part of their fortunes from the Negro market.

Black college curricula, like the institutions in which they are offered, still show the influence of the segregated society in which they developed. After the Civil War the main purpose of black colleges was to train teachers to meet the immediate needs of the black population. Teaching was attractive to young Negroes because it offered professional people the easiest possible access to white-collar positions which provided a degree of dignity and represented a considerable advance from a subordinate status. As a result, because of the need for teachers and the attractiveness of the profession, black colleges placed primary emphasis upon the training of elementary and secondary school teachers. Because of this emphasis, almost half of the students in black colleges today are preparing for employment in elementary and secondary schools despite the fact that the job market is becoming increasingly limited.

At the graduate level in black colleges the concentration on teacher education is even greater, and most of the programs leading to the master's and doctor's degrees are in teacher education. As a matter of fact, graduate programs in black colleges are rather thin and unsubstantial except in the field of teacher education. In the South more than twenty black institutions offer graduate work, mostly in teacher education; but only two, Atlanta University and Howard University, offer the Ph.D. degree, which is available only in a few fields. Other doctorates at black institutions in the South are available at Meharry, which offers the M.D. and D.D.S. degrees, and at Tuskegee, which offers the Doctor of Veterinary Medicine degree.

In addition to teacher education, black colleges have stressed several other key professional fields that were judged to be greatly needed by black people. These fields are theology, medicine, dentistry, nursing, law, social work, librarianship, and business education.

Recent studies disclose heavy orientation toward teaching and the above-listed professions in the curricula of black colleges. For example, the study of black colleges by Earl J. McGrath in 1965 revealed that 46 percent of the majors in black colleges were in professional or vocational programs, chiefly teacher education, twenty percent in the humanities, eighteen percent in the social sciences, and sixteen percent in the natural sciences. The McGrath study and similar investigations show that many important fields—for example, engineering, physics, electronic technology, allied health fields, psychology, economics, architecture, mass media, and business administration—are sometimes omitted or neglected in black colleges despite the fact that employment opportunities are numerous and rewarding. It should be parenthetically mentioned that there are serious shortages of personnel in medicine, dentistry, law, nursing, and other fields which black colleges have stressed and that there is a serious disproportion between the percentage of white and black workers in these fields.

The first item of business on the agenda of black colleges should be the formulation of curricula which will permit escape from the time-worn academic programs of the past and preparation for professional employment of the present and immediate future. Negro youth will not be able to prepare themselves for new job opportunities unless their colleges provide the necessary training. In many cases the absence of appropriate curricula at the undergraduate level automatically blocks or delays the advancement of students to further education and lucrative employment in new fields. Black colleges have the obligation and the responsibility to provide academic programs needed to prepare black students to compete successfully for career opportunities sought by other American students.

The next most important item on the agenda of the black college is to provide the remedial and compensatory education needed to enable academically handicapped black students to succeed and survive in college. It is absolutely impossible to escape the obvious fact that many black students are handicapped in college by poor elementary and secondary school education and also by deprived home and community backgrounds. Since the most glaring deficiencies occur in language skills and mathematics, black colleges must provide for disadvantaged students the best possible training in communication and quantification. Such training cannot be provided in an academic program in which upper-level professors flee from remedial courses and

assign them to young teachers recently awarded graduate degrees and uninterested in remedial instruction. What is really needed is a first-class program of remedial and compensatory education designed to develop competence in basic tool subjects and to enrich learning in areas of cultural deprivation. These programs should be directed by teachers trained for this important task and periodically strengthened through participation in institutes, workshops, and graduate study.

Programs in remedial and compensatory education may be conducted successfully in a number of ways. Some may be offered during the afternoons and evenings or on Saturdays during the high school years, others may be handled during the summer prior to entering college, and still others may be made available through remedial or compensatory courses offered independently or in conjunction with other courses during the first two years of college. The chief goals of these courses are to strengthen educationally deprived students in basic disciplines and to fill cultural gaps in their academic experience. Along with such instruction should go academic counseling designed to reduce the number of voluntary withdrawals and failing grades by academically deprived students.

In many cases, black colleges have done a good job in helping educationally disadvantaged students to reach the point where they can do successful college work and then move on to satisfactory performance in graduate and professional school as well as in employment and citizenship. Black colleges have proved again and again that disadvantaged students can make enough progress in a single academic year to insure successful performance in college. For these students the black college represents the best avenue to professional success because many American colleges admit only the top 25 percent of their applicants, while others expect their students not to require remedial work.

Along with programs for the educationally disadvantaged and culturally deprived should go programs for the mentally gifted. Superior students should have honors programs, tutorial courses, independent study and research projects, outside reading assignments, and other enriching academic experiences. Too many talented students are not properly motivated and developed in black colleges.

Attention has already been given to fields that many black colleges have omitted or neglected. These fields include physics, engineering,

electronic technology, allied health, psychology, economics, architecture, mass media, and business administration.

Let us now turn to other areas where curricular improvements and innovations may be made in black colleges.

(1) General Education

In the area of general education most schools have required survey courses in the humanities, the social sciences, and the natural sciences. In some cases these courses are thin and superficial and demand little time and effort on the part of the student. Efforts should be made to make these survey courses broad and deep so as to give students a good introduction to civilization.

(2) African and Afro-American Studies

Black colleges have generally neglected African Studies but have emphasized Afro-American Studies. At least a minor should be available in African Studies and the equivalent of a major in Afro-American Studies. Afro-American studies programs should be more than historical and cultural offerings; they should seek solutions to the problems of black people in America and Africa. Black colleges in Washington, Hampton, Durham, Greensboror, Atlanta, Tuskegee, Nashville, New Orleans, and Houston should become national centers of research and instruction in African and Afro-American Studies.

(3) Community Improvement Programs

Black colleges, many of which are located in ghetto areas, are in strategic positions to conduct effective community improvement programs offering academic credit. Such programs may be supervised by departments in the areas of business administration, the social sciences, teacher education, and physical education.

(4) Interdisciplinary Courses and Majors

Black colleges should develop more courses that cross disciplinary or departmental lines. Interdisciplinary majors

and minors should also be offered in Afro-American Studies, Urban Studies, International Studies, and similar fields.

(5) Adult Education
Only a few black colleges have strong programs in adult and continuing education, and this deficiency should be corrected as soon as possible. Since black adults must be prepared to enter new occupational fields now open to black Americans, they must depend partly on black colleges to teach the knowledge and skills which will permit them to shift to fields demanding vocational training and re-training.

(6) Interinstitutional Cooperation
Black colleges can expand and enrich their offerings through interinstitutional cooperation involving two or more schools. Such programs may be operated in a metropolitan area, a state, a region, or a nation; and participating schools may be public or private or both, and they may be black or black and white. In many cases black colleges lose thousands of dollars and an abundance of curricular enrichment by not launching interinstitutional programs with colleges in their own communities.

(7) Non-traditional Studies
Since many able and talented black people have not completed college because of poverty, marriage, or family problems, non-traditional studies offer an excellent opportunity to permit talented individuals to obtain college degrees and to improve themselves academically. Non-traditional studies include external degree programs, credit by examination, and credit for courses offered by business, industry, government, etc. Such studies place less emphasis on "time (prescribed years of study), space (residence on campus), and systems of academic accounting (credits or honor points earned)."

In the launching of curricular improvements it is understood that the black college must provide adequate faculty, facilities, libraries, laboratories, and other instructional resources. In this listing the quality

of the faculty is especially important in a black college because the development of academically disadvantaged students cannot take place without first-class teaching. Despite the fact that highly trained black teachers are now in demand not only in black colleges but elsewhere throughout the country, black institutions must give priority to the employment of able teachers and must compete with other institutions in salaries, work loads, and research opportunities.

Black colleges must also remember that they cannot be financially and academically strong if their enrollments are less than 1,000 students. Guidelines for optimum size, which are just as applicable to black as to white colleges, indicate that liberal arts colleges should enroll at least 1,000 students and that comprehensive colleges should enroll at least 5,000 students. The time has passed when black colleges can claim that they maintain an enrollment of fewer than 500 students because they are quality institutions, when the truth is that they have such low enrollments because they receive such a small number of applications for admission.

In conclusion, I should like to recommend that each college undertake a thorough study of its curriculum with a view to make revisions which will meet the academic and professional needs of its students. This study should evaluate both general education and departmental requirements as well as the content and continuity of all courses. New approaches to planning of the academic calendar and to methods of teaching and learning should be considered. The resulting curriculum—which should be supported with adequate faculty, facilities, library, laboratories, and other resources—should prepare students to compete on equal terms for career opportunities which are available today as well as for admission to graduate and professional schools.

The future welfare and progress of the Negro in American society will depend, to a large degree, on the kind of curricula which are furnished by black colleges. To provide the best possible education for our young men and women is a task which will challenge our best abilities and demand generous support by foundations, corporations, philanthropists, churches, and alumni.

THE FRESHMAN INTERDISCIPLINARY PROGRAM:

AN EXPERIMENTAL PROGRAM AT FISK

Rosentene B. Purnell

The main issue facing us today is the provision of the best educational experience for the students entrusted to us. Such an endeavor must be thoroughly cognizant of the rapid and far-reaching changes that affect the climate in which it takes place and for which it takes place. All people do not learn or respond to the same experiences in the same way. Therefore, a sound educational venture must adapt itself to the huge variousness by which people develop intellectual power and understanding. It must constantly evaluate and reevaluate its aims and objectives and the means by which and the extent to which these are realized. A sound and vital program should, then, be geared to an expansion of the student's range of options. It must not circumscribe individual interests; nor must it fail to meet the other responsibilities and functions inherent in an effective educational process.

The experimental Freshman Interdisciplinary Program at Fisk is part of the institution's response to its desire and responsibility for academic pertinence and prudence. Aware of the peculiar problems facing higher education today, it is not only timely, but wise, for a university to address itself to the concerns of intellectual and emotional relevance in its curricular offerings, while still retaining the broader and more tested aspects of sound academic pursuits. It must then constantly reassess its capability and commitment to deliver the goods and services to its clientele, as well as the larger society; if it is to remain a viable and vital force.

Presently funded under grants from the National Endowment for the Humanities, principally (Fine Arts, Ways of Knowing and Communications) and the Kenan Foundation (Modern Culture and Black People and Environmental Science), the experimental Freshman Interdisciplinary Program (FIP) is currently in its second year. Under the general supervision of the Office of the Dean of the University and based on the rudimentary concepts initiated by a special sub-committee

of the Educational Policy Committee, it is designed as an alternative to the present Basic College structure, and offers five courses (each two semesters in length) which combine approaches and insights from the disciplines now included in the Basic College, as well as others not included. The FIP courses and their Basic College correlatives as suggested by a Task Force, 1971,[1] are:

FIP	
Communications 10-11	English Composition 11 and 24
Fine Arts Ensemble 31-32	Music or Art, Literature
Ways of Knowing 104-105	Mathematics, Philosophy
Modern Culture and Black People	History 14, or Western Civilization, or African Civilization
Environmental Science 22-23	Biological Science

The Freshman Interdisciplinary Program attempts to reduce the number of hours spent in general education (thus allowing students to take more major or elective courses), but at the same time to provide students with basic competencies and methodological insights from the disciplines included in FIP as well as Basic College, generally. It also attempts to make students aware of the interrelatedness of disciplines (music, literature, and arts, for example) which have traditionally been presented in isolation. It aims to teach students how to think, not what to think.

During both the 1971-72 and 1972-73 academic years, students, selected by stratified random sampling, participated in FIP by choice. Pre-tests and post-tests were administered to FIP students and to a control group (students enrolled in the Basic College) in fall, 1971 and 1972 and again spring, 1972 and 1973[2]. Although changes in scores received in the 1971-72 testing were significantly different for the experimental (FIP) and control groups in only two instances, in both cases the difference favored the experimental group.[3] (The results from 1972-73 testing are not yet available.)

However, the major differences between FIP and Basic College courses (as perceived in 1971-72 by students and faculty who participated in both) appeared not in statistics, but in terms of student-student and student-faculty relationships. Because the FIP adopted a Pass-No Credit grading system, both students and faculty were forced to deal with motivation outside the both familiar "punish-reward" grading system. While students and faculty experienced some difficulty in changing their A-E orientation, positive experiences resulted for both faculty and students. Many students, freed from a feeling of competition against their classmates, worked with their peers to share learning experiences. Faculty members, unable to depend on grades for motivation, experimented with new teaching techniques. Because instructors were expected to accompany their Pass-No Credit grades with descriptive comments for each student, most FIP teachers became well acquainted with their students during the course of the year.[4]

Since the Freshman Interdisciplinary Program is experimental, faculty meetings, workshops, and retreats have been held on a continuous basis since the spring of 1971. On these occasions, faculty members, both inside and outside the Program, have had the opportunity to discuss objectives, methodology, and course content with each other as well as with expert consultants from outside the University. All division coordinators, department chairmen, and instructors have been extended a standing invitation to all deliberations of the Program. So have administrators. Such contacts have proved valuable to instructors in FIP and have made it possible for the 1972-73 program to develop interrelationships, not only among the disciplines included within individual FIP courses, but among all the courses in the Program.

Now in its second year, the Freshman Interdisciplinary Program has retained the best features of last year's program and is experimenting with solutions to last year's problems.[5] The faculty has approved an experimental period of four years. An Advisory Committee, consisting of representation from each department and constituency, has been set up to facilitate communication and constructive input from all areas. An Evaluation Committee has been elected to conduct a longitudinal study of the various facets of the Program as compared with Basic College. At the end of the four-year period a recommendation, based upon these and other appropriate studies, will be made regarding the future direction of the Program. Academic excellence is the concern of both faculty and students in FIP; the Program hopes to

make clear the contribution that experimentation and interdisciplinary studies can make toward that goal.

Background

The development of the interdisciplinary programs at Fisk was the result of a series of discussions and studies over a period of approximately five years. In the Spring of 1970, a student-faculty committee on concerns for a Black University met and submitted a report; during 1969-70, a sub-committee of the Educational Policy Committee reported on its evaluation of the structure and function of the Basic College; a review of the Report of the Visitation Committee of 1966 was taken into consideration; and the proceedings of the meetings of a committee consisting of students, faculty members, alumni, administrators and members of the Board of Trustees concerned with the problem of governance, were examined as these groups pointed up similar though basic strains in our present and past practices as an institution of higher learning vis à vis our professed goals and objectives.

It was further felt by many students and faculty members, as indicated by written responses to our surveys and oral statements at conferences and meetings, etc., that specifically, the Basic College at Fisk – a two (2) year academic program for freshmen and sophomores – had not kept up with the changes in society and, as a result, was no longer relevant to the needs, wishes and aspirations of many of the students at Fisk. It was thought to be too rigid, too heavily centered in departments and, therefore, did not encourage adequately the view of the interrelatedness of knowledge and the reality it attempts to illuminate.

On the basis of these studies and findings of nearly a decade, certain basic changes were felt necessary and, therefore, desirable. To effect these ends, two preliminary questions were asked:

> First, what skills and competencies would we desire in a student who earns a degree at Fisk?
>
> Secondly, what set of learning experiences could most likely accomplish these ends in the most economical way?

The first answer is suggested in the objectives of the University. (p. 1, Fisk University Bulletin, 1970-71:)

1. To pass on to the students the accumulated universal knowledge and values so as to produce the final product, namely, a black college graduate possessing a "free mind."

2. To develop in the student the skills of his specialty necessary for application of individual creativity, earning of livelihood and the concomitant growth of the society in light of the dictum; "Man is the archetype of society" – society is free and content only to the extent that an individual is free and content.

3. To produce a graduate possessing respect for invividual freedom and the democratic processes, and capable of contributing to constructive community consolidation facilitating liberation of black people so that they become "free" in the strictest sense, socially, economically and politically.

To the second, the answer would seem to lie in exploring some fundamental curricular changes. It is to this end that the Program herein described addresses itself.

Summary of Aims and Objectives

The development of a set of learning experiences designed to eliminate the weaknesses of the present Basic College and further characterized by exploring new dimensions in learning constitute the primary aims of the Freshman Interdisciplinary Program.

As a result of the involvements and deliberations outlined above, the following areas of agreement became evident:

1. The great need for Fisk University to incorporate into its curricular offerings some aspect of the intellectual relevance of the Black experience. The basic assumption here is that this will be related to the development of a positive self-image, self-concept and ego-identity, and that these will be related to personality development and learning. The end

result, conceivably, will be a person who is highly motivated towards learning and the learning process.

2. The strong belief that learning must be more realistically attuned to real life situations. It should, therefore, have an interdisciplinary thrust with some outreach involvements.

3. The feeling that excitement of the learning and the intellectual process must be somewhat self-generating and self-perpetuating, and that this cannot be accomplished by exposing students to rigid and inflexible learning situations. Concepts, key ideas, principles and modes of inquiry must not be learned in a segmentalized way, but within a system of meaningful interrelationships.

More specific applications of these overriding concerns as they relate to the five areas are set forth in Appendix A.

Procedure

A sub-committee of the Educational Policy Committee addressed itself to the specific task of devising a corrective program for Fisk and came up with the basic outlines of a program described in the following pages. It was adopted by the Educational Policy Committee in May, 1971, with the recommendations to the faculty that since the proposal has such significant implications for the whole academic program at Fisk University and was such a departure from the traditional educational manner with carefully thought out, measurable steps and procedures and with a built-in criterion for evaluation. Hence the undertaking of the planning and experiment of this Program, 1971-72.

After faculty approval for the development of the experimental phase of the Fisk Interdisciplinary Program, the Dean appointed a coordinator, Dr. R. B. Purnell, who in turn enlisted the services of a staff of fifteen (15) from the Fisk faculty with expertise and/or broad backgrounds and interests. Seminars and workshops were set up for detailed planning of the perimeters of the areas of study, goals, and objectives, content, methodology, and forms of evaluation. Consultants in the various subject areas involved were invited to guide the staff under the direction of the coordinator, in a realistic development of

goals, content, methodology and evaluative criteria. Staff inter- and intra- disciplinary discussions ensued. Tentative syllabi were drafted at the June seminar and refined and adopted at the September workshops. Surveys and studies were conducted during the summer by the Program's administrative staff to gather data to guide our actions. Additionally, a brochure describing the Program and a staff manual containing detailed information regarding the basic guidelines, philosophy, objectives, procedures, syllabi for each of the courses, and biographical data on the staff were prepared and distributed to the University community and, in the case of the brochure, to all freshmen and parents of participants.

Description of Program

The Freshman Institute

This preliminary phase of the Program focuses on the crucial initiation of the student to the college experiences. It aims to explore the level of and the best means of further developing his communicative effectiveness, for we believe it is the degree to which one masters the meaning of symbols and models his thoughts and behavior thereby that he loses his dependence on others, grows in self-esteem, and moves toward true freedom.

The Institute, varying in length, is designed to be an intensive introduction to the demands of college, conducted as an extra-class phase of the Program to increase communication and ease the tensions of the first weeks. One of the main purposes of the Institute of 1971 was to select by a stratified random sampling method, with the aid of tests and academic records, a cross-section of students representing various backgrounds and disciplines for this experimental group of the 1971-72 Freshman Interdisciplinary Program, the details of which are explained in the Appendix. The method of selection and timing showed some weaknesses, perhaps, so we explored other possibilities in this respect for 1972-73. The Institute of 1972 involved an intensive one-day conference with students and parents who were able to attend. Follow-through on various designated focuses, using guest lecturers, department chairmen, representation from the community of business, churches, medical schools and the legal profession took place during the month of September. Also, the Institute, 1971 was further handicapped

in fulfilling its aims because the University could not undertake the additional expenses needed to sustain the activities and personnel of the Institute. The 1972 Institute was able to engage a staff of faculty and ten students to help with orientation of new students. The latter, we feel, was highly successful.

Tutorial services, concentrated in the English Department's Center for Intensive Instruction in Writing Skills, and other tutorial facilities are used by the Freshman Interdisciplinary Program participants as needed. Such services are felt to be crucial to our individualized activities and concerns as well as to our quest for academic excellence and humane methods of achieving it.

The Freshman Interdisciplinary Program

The primary aim of the Freshman Interdisciplinary Program is to provide students a foundation for quality education taking into account their wide range of interests, talents, and goals. The Program emphasizes exploring new and various methods by which knowledge is discovered and utilized. It is organized around the primary structural elements, concepts, key ideas, principles, and modes of inquiry. An underlying principle or aim is the emphasis on the interdisciplinary nature of experiential, not just theoretical, knowledge and the demand for a high level of intellectual activity and involvement at an early stage in the student's college career. It aims to remove the artificial barriers that separate life from learning, exploring new contexts and contents for the learning experience.

The Freshman Interdisciplinary Program, as developed, consists of five (two-semester) areas of study:

1. Communications – the development of expressive skills, both oral and written. It is highly investigative in nature, aimed at preparing a student to be linguistically operative in any setting in which he finds himself. Adopting the dialectical approach to language study and usage, the course will involve preparation and presentation of dramatic action, debates and other forms of speaking activities. It would cultivate expressive skills in various media (including actual experiences in radio and television production and performance) a systematic study of language as it functions in society,

teaching varying aspects of standard English for what they are to millions of Americans, the dialects of a different though correlative culture. The study of communications is conceived as a process by which students, through using and responding to language, develop an understanding of their world, themselves, and their problems. Such a transaction needs the benefit of the insights from several disciplines. These will be used as needed.

Students were generally quite satisfied with the progress of this course. Activities involved the use of mass media, popular culture, field trips, library units, researching, writing on and speaking out on a controversial issue, small and large group discussions and individualized conferences to facilitate the process of communication, verbal and non-verbal. Two different members of the English Department staff were in charge of the four sections in this area of study.

2. Ways of Knowing – the methodologies of several disciplines including the mathematical, scientific (natural and social), and religious, are studied in order to discern the modes of inquiry and processes of reasoning which are peculiar to each discipline and those which are common to all. Of particular interest in each discipline is its logic of justification, the rationale on which it bases its acceptance or rejection of hypotheses, beliefs, etc.

   This year, the course concludes with multi-disciplinary investigation of the issue of freedom and determinism at the level of the individual person. As we attempt to understand the issues involved as well as to evaluate the varied positions, we will have occasion to explore questions to which our prior study relates. Such questions are (1) Does natural science view causation as a deterministic model? (2) Is causation in the physical world of a different kind from that in human history? and (3) If human actions are casually determined, what becomes of our idea of holding men responsible for misdeeds? These and other questions will force the students and teacher to bring to bear the insights and methodological tools of all the disciplines which have been considered heretofore.

This course was taught by five staff members drawn from all the disciplines involved, 1971-72. The first semester emphasized a multidisciplinary approach to the ways each person seeks to discover knowledge. The methodology proved less than satisfactory during this first attempt. So this year, 1972-73, it was taught by a single person with a satisfactory cohesion and expansiveness.

3. Fine Arts Perspectives – this course provides a comparative study of the arts: literature, drama, music, dance, and the visual arts of various historical periods. The arts as a form of expression of the culture that produced them is the focus of this course. The students not only learn about different media, but may also do individualized creative work in one or more of these areas on a tutorial basis or in small groups. Various activity units and workshops are set up for further development of individual talent. All students so exposed gain an appreciation for the forms of creative expression in the arts and are given an opportunity to discover and develop their potential in a selected area. Individualized instruction and study further enhance the desired ends of this course.

   This course makes use of the team-teaching method. It has been highly productive and resourceful in its use of subject matter, both effectively and cognitively. The professors employ a variety of creative techniques in presenting the content, in an enjoyable, compatible, and informative way. Although some of the typical resistance to the arts has been experienced, correctives have been initiated where necessary or possible and practical. The goals of communications are also enhanced, and forms of multimedia are used both in and out of class by groups or individuals. In this way both students and faculty are encouraged to cultivate their moral sensitivity, imagination, a catholicity in tastes and perspective as the reassessment and appropriation of man's usable past engage a new generation confronted by the tentacles of technology and the invasion of privacy. Each student is inspired to explore ways to meet this challenge both as an individual and as a member of the community of which he is a part.

4. Modern Culture and Black People – this course seeks to investigate the various facets of the Black heritage and their relationship to contemporary culture. Historical in approach, the course aims to help the student understand himself, his peers, his ethnic or racial group, hopefully, enabling the student to better define and articulate his own insights, needs, problems, and aprirations and also those of his people. Students in the course are provided opportunities to become familiar with local institutions and cultural artifacts. Opportunities for community involvement are indeed an integral part of this experience, a major thrust being to sensitize the students to problems of a social, political and economic nature. Outside consultants and community residents contribute to the development of ego-identity and insights, and the relationships of these to learning and the learning process. Carryovers to student-centered activities have been decidedly noticeable.

5. Environmental Science – this area of study is a correlative of the conventional course in Biological Science with a more practical investigation of the interactions of biological systems with geological systems. The emphasis includes comparative analysis of natural (species, natural habitation, etc.) and induced (cities, community, etc.) eco-systems as well as a look at systematic tendencies of certain species in certain environments with some discussion of economic influences on environmental changes, drawing upon the expertise of the departments of Biology, Chemistry, Physics, Economics and Urban Affairs as they engage all human problems and perspectives. Independent research, growth of a sense of wonder about man's problems and the capability of science to solve them have been highly evident. Students are much more knowledgeable about the issues of birth control and genocide, kinds and sources of pollution, and so on, and can present intelligent arguments or discussions on them as well as initiate action on several levels.

The Freshman Interdisciplinary Program may be completed in one year, but must be completed by the end of the student's sophomore

year, allowing for some flexibility in the rate of a student's progress and for pursuing more individualized departmental or basic requirements decided upon by a review of the student's academic history, testing, and the interests and goals of the individual student under the supervision of trained academic counselors and faculty advisors. The total program presently consists of thirty-four (34) hours of a student's academic requirements for graduation. The remainder of the student's curriculum is highly flexible and individualized allowing for exercises in freedom and responsibility to develop self-concepts and professional competency.

SUPPORTIVE PHASES OF THE HUMANITIES PROGRAM

Traditionally, Fisk University has emphasized the concept of learning the mechanics of a discipline through applied study in the college of higher studies. This method included an examination of written documents relating to various works as well as first-hand examination of and practice in an art or skill whenever possible. This form of study was confined almost exclusively to persons who were planning to enter into careers in the particular area.

In order to establish a more purposefully functional program in the Humanities and the Sciences serving the needs of the entire college community, it seemed expedient and necessary to extend these services generally reserved for students of a particular discipline to other disciplines.

The inauguration of a program of guest lecturers and visiting artists featuring poets, writers, painters, musicians, dramatists, theoreticians, scientists, urban affairs and political specialists encourages a healthy plan toward innovative teaching. Persons who have gained wide acclaim in their areas of specialty, but who are broadly knowledgeable and recognized as vital contributors, humanistically oriented, are sought out to serve short-term assignments as visiting artists or guest lecturers. Such a program is in the formative stage at Fisk University, but it is envisaged that it would ultimately enable the entire college community to be exposed to a wider range of services in the common and special phases of the total program of learning at Fisk.

A program of guest artists and lecturers is used to strengthen the curriculum by providing students with a model of success and

accomplishments in the arts and sciences as well as a chance to see and gain from such a person valuable insights into the exercise of his medium or craft in a practical and individualized manner. Each person chosen to come as a guest lecturer or artist is expected to communicate his humanistic orientation and involvement through his choice of media and by oral articulation so as to teach students in all disciplines and at all levels of study at the University.

This adjunct academic program should strengthen student writing and oral presentations. The general student, along with aspiring artists, poets, writers and musicians, politicians, scientists, etc., needs the inspiration of those who have succeeded in the various areas, as these persons may often serve as consultants and liaison personnel between the academic community and the professional world. However, the ultimate aim of the program hopefully centers on strengthening our interest and participation in the humanistic process of learning. The enrichment of our Writer's Workshop, the establishment of a Scholar-Lecturer Bureau and wider involvement of these with the community will do much to enhance the cultural and academic development of the Fisk student as well as its several community-oriented activities. Such minimal exposure as that outlined above doubtless had an influence on the development of such outstanding artists and scholars as Nikki Giovanni, Donald L. Graham, William Demby, John Hope Franklin, and even W.E.B. DuBois, to name a few.

Three outstanding lecturers and guest artists were contracted for 1972-73 to enrich our regular course offerings. Maya Angelou, Alex Haley and Jeanne Noble. Voices, Inc., a performing group, conducted a workshop and culminated their engagement with a performance including all the emphases of our Program in April. Numerous lecturers, local and nationally known speakers, are used from time to time. These speakers or performers also spend time in informal discussions with our students. A calendar of activities is distributed to the entire University community.

Problems and Perspectives

The Interdisciplinary approach to learning is not new. In fact, the compartmentalized approach is newer, as the nature of reality and approaches to its understanding are not obtained by a single view or perspective, but by the collective insights gathered from several

disciplines or branches of learning. Yet the interdisciplinary approach, by its nature, lends itself to unlimited innovativeness. Coleridge describes in Chapter XVII of his Biographia Literaria an educated man as one who chiefly "seeks to discover and express those connections of things" from which "some more or less general law is deducible." He further adds that such a person should value facts as "they lead to the discovery of the indwelling law." This, I relate to the insights of each discipline. The task is, then, to bring these together in a meaningful, general understanding. This would seem to be the prevailing contribution of the interdisciplinary approach.

Interdisciplinary studies may be particularly valuable for a small liberal arts college, such as Fisk, because of their flexibility and potential economy in time, if not in money. Such studies seem to have at least two advantages over disciplinary studies: they may provide a course of instruction which relates more directly to the student's own life and understanding of it and they help the student to better understand the relationships among the intellectual disciplines and his daily experiences.

The approaches to interdisciplinary studies are many. A course may be problem oriented, or governed by a single concept, situational, thematic, or chronologically centered. These might be organized into modules, mini-courses, individualized instruction, team-teaching, multimedia and/or any combination of the above, among others. One danger to be avoided is the mere patchings together of various existing disciplines – mere collections of various points of view without a meaningful interaction among them.

Interdisciplinary studies require transformations of structure, the realignment of relations between teacher and teacher, teacher and student, administration and faculty, college and community. Commitment by the student to view himself as a "passive" recipient of knowledge; commitment by administrators to inflexible modes of assessing teaching loads, systems of rewards and allocations of resources; self-concepts by the teacher that imply authoritarianism, all-knowingness, insularity, or the notion that his classrrom is his private sanctuary – all of these are major obstacles to effective interdisciplinary work. An interdisciplinary program requires a greater degree of unity, rapport and teamwork, a community in which authority and responsibility are shared to a greater extent than does the traditional educational program.

Listed below are some general problems emerging from the specific interdisciplinary program at Fisk and, in some cases, recommended solutions:

1. Goals: Goals should be clearly set and the content and process of the course should adequately reflect the ways they are to be achieved. All should be consonant with the overall goals of the University, including other enlightened concepts of education.

   Remedies: A statement of goals for each course must be contained in each syllabus, reviewed and revised from time to time in light of the team's evaluative comments and measurable outcomes.

2. Contemporaneity: To what extent must the concept of relevancy govern the perimeters of a given course? There is a place for the positive concept of relevancy, but students should pursue knowledge in all of its dimensions, times and places. Only then can a sound perspective be established.

3. Evaluation: New criteria are needed both by faculty and students to evaluate one another's performances and capabilities. Is the Pass/NC system including descriptive evaluations sufficient, or does it present attendant problems more serious than the ones it seeks to eradicate? Does the present monitoring system serve as an adequate guide to actual performance when read along with other written and oral evaluations?

   Remedies: Review our system of evaluation of both students and faculty often and make such changes as indicated by an indepth annual or otherwise periodic study.

4. Standards: How can we arrive at sound standards by which to measure the overall success of the Program? Should these be particularized? To what extent will these be influenced by conventional systems?

Remedies: Standards should exist in a clear, meaningful form. Nothing is acceptable short of competency of an adequate level for full participation in a community of educated persons or any area of life which the student chooses. A student is encouraged to be the best that he can be.

5. Transferability of credits: How acceptable are credits derived from interdisciplinary studies in other academic institutions and on the job market, and so on? To what extent is the student's mobility affected by participation in a program such as the Fisk Interdisciplinary Program?

   Remedy: Conduct an external and internal survey. (See results of such included in this report.) Keep a running account of students' problems in this area and of the corrective measures indicated or taken.

6. Mechanisms for accommodating the FIP and general interdisciplinary structure into a traditional-oriented structure, such as Fisk. Students in the program suffer hardships placed on them by the traditional system's restrictions and regulations which were made without allowances for the existence of such a program as FIP and all of its ramifications.

   Remedies: Keep the Administration aware of such difficulties and press for remedial measures. (An outline of various hardships and recommendations for changes has been sent to the Administration, some of which have been acted upon.)

7. Teacher loads and demands: Interdisciplinary teaching demands thoughtful, careful planning and the freedom to experiment with new methodology, media and materials.

   Remedies: Administrators should exercise more flexibility in determining class loads for teachers in the interdisciplinary program.

8. Communication and cooperation from other departments in the university: More thorough integration is needed of the

interdisciplinary program into the fabric of this university which is traditionally structured along departmental lines.

Remedies:

(a) Continue to distribute all data on program to all departments, emphasizing their freedom to participate in any way they see fit.

(b) Visit all department heads and discuss program with them and solicit their co-operation and inform them of the worth of the program and the importance of their cooperation. (Has been in process since September)

(c) Print more about efforts and activities in communications media.

(d) Set up an advisory body consisting of representatives from each department who would reflect their departmental concerns to us as well as the Program's concerns to their department.

9. Creating and preserving a healthy team spirit among all participants and the university at large: A learning community within which the goals and objectives of the program can be fully realized is vital. Atmosphere is important. Constant meetings, although these place a severe burden, sometimes, on the staff, are needed, especially during the period when the Program is seeking its identity. A high level of commitment and dedication is imperative. To create and sustain this atmosphere, faculty's working conditions, rewards and incentives must be at a suitable level. Official recognition of their contribution should be manifest.

10. Proper space and accommodations: Our particular focuses require suitable accommodations to realize their full potential. At the present time, space allocations and the comfort factor have been much below par.

Recommendation: That the University provide a suitable amount of space for the Program selected with its particular needs in mind or give it top priority in selecting from among available space.

11. Traditionality – strong commitment of some to conventional disciplines and to traditional modus operandi. Conservatism in concepts and approach.

    Remedy: An innovative program must prove itself. We accept the challenge.

12. A Sense of Direction – An overall statement of the goals and directions of the University is needed to guide any internal development of program. We experience hardships in many areas because we have no clear policies on the changing mission of the University as it attempts to embrace the interdisciplinary thrust. The how and why need to be clearly spelled out to the University with its full participation and sanction and, concomitantly, its commitment of resources and goodwill.

    Remedy: A recommendation to the administration for development of such guidelines. (A Task Force has now been set up for this purpose.)

13. A clear and consistent definition of terms used in the educational program at Fisk. Terms such as Fine Arts, Humanities, etc. are used inconsistently in the same educational contexts. Such inconsistencies are sometimes the source of misunderstanding and hinder the development of clear goals and areas of input. While the Interdisciplinary Program herein described is indeed interdisciplinary and thus no course falls solely within any divisional framework as they are now defined, questions of jurisdiction do arise. Ideally, all divisions are equally related to the entire program, temporary isolation for fund-raising purposes notwithstanding.

CONCLUSION

The Freshman Interdisciplinary Program committee, consisting of at least fifteen (15) staff members plus six (6) student representatives elected from among the participants in the Program, shows growth and vitality in planning and implementing this program. The Program is dynamic and continually changing in detail as recommended by our constant evaluation procedures. Periodic evaluations are administered by the Program and the University Testing Services, and, of course, in the respective areas of study. Regular staff and student meetings are used to gather appropriate data and discuss policies, procedures and perspectives. Weekly observation by selected student monitors and the staff reinforce these insights. All of these data help to influence desired and necessary change in the Program. The coordinator spends 15-20 hours each week in counseling and conference activities relative to the Program. To answer questions and address concerns of general interest, she also compiles and distributes, as needed, a "Fact Sheet" which facilitates communication.

Five retreats and one workshop have to date been held with the complete staff, student representatives, department chairmen or the Advisory Committee, the Librarian, Director of Admissions and other administrators of the University. These are held generally at the beginning of the fall semester, at the end of the first semester, and at the end of May each year. The summer ten-day workshop, May 30—June 10, 1972 and May 21—June 1, 1973, is used to explore the Program in-depth by using the data collected from several types of surveys and general evaluation tools administered throughout the year and during the Retreats to explore the Program's strengths and weaknesses and to set up corrective procedures. We hold discussions and demonstrations on methodology and motivation, select an overall theme, which for 1972-73 was "The Search for Personal Freedom" and for 1973-74, "Images of Man: Process and Change," recommend textbooks and materials to be used in courses, speakers, etc., and develop syllabi for the subsequent years. The staff also participate in a "Self-Awareness" session during the Retreat and Workshop.

It must be kept in mind that the educational process is not a mechanical action, analogous to an industrial process. Rather it is a social process in which human being are the agents, activators, and

reactors. Their continual interactions with each other can be measured only to a certain extent; and even to a lesser extent are they predictable. We are, therefore, as educators, dealing with living minds that are instinctively concerned first with coming to terms with the world around them. No one can ever under these circumstances guarantee in advance a "finished product;" but a responsible educator must ever strive to develop within each individual, according to his potential, a sufficient awareness of his own incompleteness to make him want to keep on growing and learning and trying to solve the enigma of his own existence in a world that is constantly changing in directions that he nor anyone else can fully understand or predict. The Freshman Interdisciplinary Program at Fisk sees this as the sense of its purpose and is exploring all avenues to effect these ends.

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[1] Dean of the University, division coordinators, the Registrar, and Director of Student Support Services Program.

[2] The tests administered were: Cooperative English Test – Form 1A: Cooperative Natural Science Test – Form XX; Cooperative Social Studies Test – Form XX; Watson-Glaser Appraisal of Critical Thinking – Form YM; California Analogies and Reasoning Test; Issues and Views – Dogmatism Scale. In the Spring of 1973, the CLEP tests were added. See Appendix B.

[3] See Appendix C

[4] This situation was enhanced by the comparatively low student-faculty ratio in FIP as well as by the two-semester duration of each course.

[5] Problems and potential solutions are discussed earlier in this report.

APPENDIX A

OBJECTIVES OF FRESHMAN INTERDISCIPLINARY PROGRAM

Designed to serve as either an alternative to or a substitute for the traditional Basic College at Fisk, the Program aims to do the following things, among others:

1. Reduce the number of hours spent in the general phase of a student's education from two years to one, yet developing the same breadth and depth of background needed for any of the student's future endeavors through the interdisciplinary approach, a combination of the focus and perspectives of several areas in a single course. For example, Fine Arts combines the perspectives of music, literature and art showing how a knowledge of their interrelatedness is not only closer to the realities of life, but richer. The student completes five (5) two-semester courses plus two years of Physical Education for a total of thirty-six (36) semester hours. He then moves into his major area for advice on electives, introductory or major courses, thus giving him the opportunity for a richer, more individualized program.

2. Expand the student's range of options by allowing him more freedom and flexibility in the development of his program. He is allowed more opportunities for creativity and individual interests within the context of the program.

3. Promote a more healthy interaction between student and teacher, and thus a more concerted opportunity for mutual growth and respect.

4. Explore the intellectual and emotional relevance of Black experience as it relates to ego-identity, the self-concept and the learning process.

5. Provide for a sound development of the communicative skills: listening, speaking, and writing. The new program calls for shared responsibility by all members of the faculty in

helping the students develop adequate communicative skills, not just those of English and Speech. It provides ample opportunities for self-evaluation and self-help in developing the student's individual powers of expression. It aims to explore bold concepts of linguistic behavior on all levels aimed at developing full knowledge of an appreciation for the manipulative and creative potential of that tool, language. The course, COMMUNICATIONS, will be the focal point of this objective.

6. Provide for the student a greater understanding of himself and others through study and interaction. The historical perspective of Black culture approached through the most effective instructional methods available should broaden understanding and foster the development of self-concepts and ego-identity. Such a study provided insight into contemporary issues such as alienation, racism, imperialism and places these in an historical perspective valuable to any informed, rational man. All courses promote this objective, but especially the courses in MODERN CULTURE AND BLACK PEOPLE, WAYS OF KNOWING, COMMUNICATIONS, and the FINE ARTS ENSEMBLE.

7. Promote a spirit of true intellectual inquiry. Through the interdisciplinary approach to learning and instruction, both students and faculty will be given fresh incentives to intellectual growth. By pursuing knowledge from the Black perspective, new methodology and insights should develop. It is important that the climate for this inquiry be set early in the student's career; also, it is during this stage that the broad exposure to knowledge is best and the potential for developmental benefits greatest. A student should, then, have a sounder basis on which to select his area or areas of concentration. By combining the strengths of the various disciplines, we serve to advance learning throughout the University. It is important, too, that such a program be characterized by variousness through which students learn and respond. Thus, the Freshman Interdisciplinary Program serves this end.

8. Provide a challenging beginning to a liberal arts education that would prove equally attractive to both men and women students because of its broad base. Although historically, the curricula of liberal arts schools, including Fisk, have been more attractive to female students than to male students because the latter tend to prefer those schools that "specialize" in such areas as, engineering, the vocational sciences, or industrial arts, we believe that the interdisciplinary approach exhibited by the Freshman Interdisciplinary Program will offer the male and female student an excellent chance to see the current broad and versatile approach to those areas heretofore thought of as highly specialized, and that it will unequivocally validify the view that a liberal arts education offers an excellent and, indeed, necessary base for success in the "specialized" areas.

APPENDIX B

METHOD OF SELECTION AND PROCEDURE

From the original 100 students drawn out of the freshman class 1971-72 for eligibility, the group met with Dr. Purnell and members of the teaching staff. After having been apprised of what participation in the program meant, they were given the option of declining or accepting participation in the Program. Of this group, eighty-two (82) formed the first semester's experimental group and seventy-four (74) the second. They were divided into three (3) experimental groups of students, consisting of approximately twenty-five (25) for each group. The experimental groups, both 1971-72 and 1972-73, were selected by the Testing Services in accordance with stratified random sampling methods with the assurance that it was representative of the total population of freshmen admitted to Fisk University for that academic year.

The experimental groups in 1971-72 were differentially exposed to five (5) interdisciplinary courses in the following ways:

1. Experimental Group A will be exposed to three (3) courses that emphasize the Humanities – Communications, Ways of Knowing, and Fine Arts Ensemble.

2. Experimental Group B will be exposed to the above three (3) courses plus the course Modern Culture and Black People with a social science orientation.

3. Experimental Group C will be exposed to the above four (4) courses plus Environmental Science with a natural science focus.

During Orientation Week, both 1971-72 and 1972-73, the following tests were given to all freshmen:

1. Cooperative English Test – Form 1A (measures achievement and aptitude)
2. English Essay Test (measures achievement)
3. Algebra Test II (measures achievement)
4. Natural Science – Form XX (measures achievement)
5. Social Studies – Form XX (measures achievement)
6. Otis Quick-Scoring Mental Ability Tests – Gamma Am (measures aptitude)
7. Kuder Preference Record – Vocational – Form G (measures Vocational interests and aptitude)
8. The Adjustment Inventory (Bell) Revised Student Form (1962) (an index to adjustment level)
9. College Student Questionnaire (Part I) (General information solicited from all college students)
10. American Council on Education – 1970 Student Information Form (general information solicited from all college students)
11. Cooperative Foreign Language Test in Spanish, French or German – Form 1A (given to selected students) (measures achievement)

During the month of September, 1971, the following tests were given to available freshmen:

1. Watson-Glaser Critical Thinking Appraisal – Form XM (measures critical awareness)
2. California Analogies and Reasoning Test – Form A (measures ability to reason and see similarities)

3. Issues and Views (devised by Rikeach) (measures open-mindedness and close-mindedness)

We had available from the Admissions Office scores on SAT and ACT tests.

Of these tests, number one through six (excluding algebra) were administered as post-tests. In the second category, all three tests were readministered to see if the students had shown significant changes in the areas measured.

The experimental groups were matched point by point with a primary unidentified (except to the Testing Service) control group within the larger control group constituted by the remainder of the freshman class. The primary and secondary control groups were exposed to the traditional first year Basic College courses. At the end of the academic year, the entire freshman class was again tested to see if there were significant differences in the performances of the experimental groups and the control and also to determine if these differences were statistically significant.

The committee is in the process of studying ways to assess outcomes not readily measured by any of the standardized test of which we are aware. We desire measurement more geared to our particular goals, objectives and achievement in the content offered in our interdisciplinary areas of study.

For 1972-73, a list of one hundred twenty-five prospective students was drawn up on the basis of SAT scores, high school records, sex, hometown and socio-economic standing. The Coordinator sent letters and brochures describing the Program and inviting these students to participate if they so desired. Prospects who felt they needed more information prior to a decision were asked to request it and, upon request, were supplied it either by mail and/or at a special Orientation Session Sunday, August, 27, to which both parents and students were invited. Other students not included in the original selection were also given the option of electing to participate as space became available. From this procedure, we assembled a final group of eighty participants for the 1972-73 Program.

The remainder of the students from groups A and B, 1971-72, were enrolled in Environmental Science and/or Modern Culture and Black People in order to complete their requirements in the Freshman

Interdisciplinary Program. All of the 1972-73 class take the five courses, except in certain cases where this procedure would seriously impede the student's progress toward his major, as in the case of certain prospective music or pre-med majors. The primary and secondary control groups were set up in the same basic way as were those of 1971-72.

APPENDIX C

EVALUATION OF CHANGE IN SCORE FROM FRESHMAN INTERDISCIPLINARY PROGRAM EXPERIMENTAL CONTROL GROUPS BETWEEN FALL, 1971, AND SPRING, 1972, ON STANDARDIZED TESTS

The following is summary material based on the results of Fall and Spring testing of experimental and control groups of the Freshman Interdisciplinary Program. The results presented are limited to comparisons of change in score (i.e., actual pre-test and post-test means are not given).

Table 1 indicates that the data for the groups are in varying degrees of completeness in terms of comparison of the number of cases available with their respective group N. While it is assumed that the students who took the tests are not systematically different from those students who did not, the possibility exists that this is not the case; and further, that any bias which exists may not be the same for experimental and control groups. The results should, therefore, be evaluated with this caution in mind. (See Table 1)

From Table 2, it can be seen that there were only two instances in which the change in score was significantly different for experimental and control groups (Effectiveness of Expression for Group C. Social Studies for Group A). In both instances, the difference favored the experimental group. Apart from the question of statistical significance, overall there was no tendency for change to be greater in experimental than in control groups. All Natural Science differences, however, favored the experimental groups, while there was some tendency for differences to favor the control groups on the various parts of the English test. (See Table 2)

There was a general tendency for most groups to show a significant increase in scores on the content tests. The majority of these

increases, however, though statistically significant, were relatively small, and may not indicate any meaningful change in achievement as measured by these instruments. In contrast to the English and Social Studies tests, there was an average decline in scores for all groups on the Natural Science tests.

There were so few cases available for the special tests administered that these results should be interpreted with extreme caution. For all of these instruments, however, differences between total experimental and control groups favored the experimental group (i.e., larger gains or smaller losses). (See Table 1)

The complete titles of the instruments used are as follows:

1. Cooperative English Test – Form 1A
2. Cooperative Natural Science Test – Form XX
3. Cooperative Social Studies Test – Form XX
4. Watson-Glaser Appraisal of Critical Thinking – Form Ym
5. California Analogies and Reasoning Test
6. Issues and Views – Dogmatism Scale

The results of these and other data will be studied and reviewed periodically to see if there are significant differences in the performances of the experimental groups and the control group. Interpretations will be made of these data as to the significance of the differences indicated in the performance of the experimental and control groups. On the basis of evidence gathered so far, the Freshman Interdisciplinary Program Committee recommends a gradually increased enrollment so as to study all phases of the program carefully as we proceed toward upward or complete involvement of the freshman class.

TABLE 1

Pretest and Posttest Scores Available
Freshman Interdisciplinary Program Testing, 1971-72

Test	Experimental A	Control A	Experimental B	Control B	Experimental C	Control C	Total Experimental	Total Control
Watson-Glaser	5	4	8	7	9	5	22	16
C A R T	4	4	8	7	9	5	21	16
English	17	15	14	15	28	28	59	58
Natural Science	16	15	13	16	27	27	56	58
Social Studies	16	15	14	16	28	27	58	58
Issues and Views	4	1	5	5	7	4	16	10
Group N	22	22	22	22	36	36	80	80

TABLE 2

Mean Change in Test Scores for Freshman Interdisciplinary Program Experimental and Control Groups from Fall, 1971, to Spring, 1972

Test	Group A		Group B		Group C		Total	
	Experimental	Control	Experimental	Control	Experimental	Control	Experimental	Control
Cooperative English Test								
Total English								
M	.79	2.13*	4.04*	6.07*	2.39*	1.34	2.32*	2.77*
SD	4.7	4.6	5.4	6.0	3.6	5.2	3.3	5.6
N	17	15	14	15	28	28	59	58
Total Reading								
M	1.35	2.43*	3.86*	6.03*	2.38*	2.39*	2.43*	3.28*
SD	6.1	4.7	5.2	6.8	4.6	5.0	5.2	5.4
N	17	15	14	15	28	28	59	58
Vocabulary								
M	1.53	2.27*	2.50*	5.47*	3.46*	1.50*	2.68*	2.72*
SD	7.7	3.5	3.3	6.2	4.4	4.6	5.0	5.0
N	17	15	14	15	28	28	59	58
Speed								
M	2.06	3.60*	4.00	8.13*	1.50	3.25	2.25*	4.60*
SD	5.9	5.1	8.9	8.6	5.9	10.7	6.6	9.0
N	17	15	14	15	28	28	59	58
Level								
M	1.41	-.13	5.14*	4.07	-.11	-1.36	1.58	.36
SD	4.7	9.9	10.1	10.9	6.6	8.0	7.3	9.4
N	17	15	14	15	28	28	59	58

TABLE 2 (continued)

Test	Group A		Group B		Group C		Total	
	Experimental	Control	Experimental	Control	Experimental	Control	Experimental	Control
1. Effectiveness of Expression					*	*		
M	.82	1.67	4.71*	4.20*	2.50*	−1.32	2.54*	.88
SD	7.4	6.6	7.4	7.9	6.1	7.9	6.9	7.6
N	17	15	14	15	28	28	59	58
2. Natural Science								
M	.56	−1.53	−.38	−1.50	−.96	−1.67	−1.18	−2.21*
SD	3.5	5.3	5.3	6.0	4.7	5.6	4.5	5.5
N	16	15	13	16	27	27	56	58
3. Social Studies								
M	6.56*	.60	2.29	6.00*	5.68*	4.41*	5.10*	3.86*
SD	5.6	5.4	8.5	7.5	6.0	8.4	6.7	7.6
N	16	15	14	16	28	27	58	58
4. Watson-Glaser Appraisal of Critical Thinking								
M	2.4[a]	−.25[a]	1.88[a]	3.43[a]	9.78[a]	4.40[a]	5.23*	2.81*
SD	6.3	4.6	6.8	4.5	14.6	1.5	10.9	4.0
N	5	4	8	7	9	5	22	16
5. California Analogies and Reasoning Test								
M	−.50[a]	5.50[a]	6.25[a]	−1.70[a]	−.44[a]	−2.40	2.38	−.125
SD	11.4	15.1	16.0	8.6	18.8	13.2	16.2	11.5
N	4	4	8	7	9	5	21	16
6. Issues and Views – Dogmatism Scale[b]								
M	−5.25[a]	6.00[a]	−26.0[a]	−20.8[a]	−3.57[a]	−11.0[a]	−9.88	−14.20*
SD	19.4	–	14.6	22.6	27.1	10.7	22.3	18.4
N	4	1	5	5	7	4	16	10

* $P \leq .05$ for difference within Experimental or Control groups

** $P \leq .05$ for difference between Experimental and Control groups

[a] Not tested for significance of difference due to small number of cases available

[b] High scores indicate closed-mindedness, low scores open-mindedness. A decline in score thus indicates an increase in open-mindedness.

DEVELOPING AN EDUCATIONAL COOPERATIVE AT PRAIRIE VIEW A & M COLLEGE AS A PROCESS FOR IMPLEMENTING CURRICULUM REFORM

Bill Orman

The times are changing and we are changing in them. These rapid changes in society and in education, signal the need for better systems and more relevant modes for successfully solving the pre-service and in-service teacher education needs of our institutions of higher education, public schools, and communities within our state and throughout our Nation.

In September, 1971, the Prairie View Performance-Based Teacher Center was established as part of the Texas Teacher Center Project. The Center serves as an inter-agency educational cooperative designed to consolidate educational resources for improving the learning experiences and opportunities of its students, the quality of their educational personnel and the relevant responsiveness of educational systems, through the dissemination and installation of validated products and practices resulting from research and development. The Center is designed to purposefully affect changes in people, programs, and performances, within a network of rural and outlying city school districts who plug into its delivery system.

On September 29, 1971, the Prairie View Performance-Based Teacher Center Consortium was officially formed. The Consortium as developed includes: Regions IV and VI Educational Service Centers, Prairie View A & M College, and 17 school districts: A & M Consolidated, Aldine, Bellville, Bryan, Cypress-Fairbanks, Brenham, Brookshire, Houston, Katy, Magnolia, Montgomery, North Forest, Navasota, Sealy, Hempstead, Conroe, and Waller. During 1973 three (3) additional districts were added including, Burton, Klein and Spring.

A Prairie View Consortium Board of Directors was organized to include the executive representative from each member institution. By-laws were developed and officers elected. The Consortium's 1971-72 officers were Max Schlotter, Executive Director of Region VI Education Service Center, President; T. S. Hancock, Executive Director of Region IV Education Service Center, Vice-President; Ross Clark, Director, Consortium C, Secretary: Bill Shirley, Superintendent of

Hempstead Independent School District, Treasurer; and Bill Orman, Director, Prairie View Performance-Based Teacher Center at Prairie View A & M College, Executive Director. The 1972-73 officers elected were T. S. Hancock, President, and Max Schlotter, Vice-President with all other officers retaining their positions.

The Consortium Board through its monthly meeting determines policy, examines assessed needs, and establishes program priorities for the Consortium.

An Advisory Council is being developed that includes leadership representatives from: Colleges/Universities, Public Schools, Teacher Associations, Community Educational Programs, Parents, and Students.

During October, the Prairie View Teacher Center Consortium Board established its general and specific objectives, developed a three year in-service Teacher training goals, and scheduled immediate short term priority in-service training activities.

General Objectives of the Teacher Center Consortium are:

1. Development and deliverance of quality pre-service and in-service teacher renewal training programs addressed to relevant needs and effective learning experiences of children.

2. Cooperatively plan and install mechanisms to facilitate delivery of proven educational products within designed educational cooperative model of federal, regional, state, and local partners.

3. Install and/or deliver validated educational products and design new teacher training programs and practices specified to assessed consortium needs for in-service teacher training.

4. Develop and install competent performance-based pre-service teacher education training program cooperatively designed with teacher training institutions and public school systems in Consortium Centers.

5. Create systems for dissemination of competent instructional materials, resources and services developed within and/or without the Consortium and install a network of

communication linkages for evaluating feedbacks for determining accountability and developing regeneration supports.

6. Development of educational renewal cooperative for recycling parity resources of people, performances, products, and programs within the Consortium and effecting the establishment of an interdependent self-supportive organization of renewal competency teacher education services and training.

An initial needs assessment mechanism was initiated to ascertain Consortium member in-service training commitments, interest, needs, and resources. Also, the assessment instruments identified Advisory Council members, Renewal Resource Agents to serve as training contacts and consultants, training centers, priority educational products for immediate and future installation, and resource accessibility.

The systems for establishing an "Educational Cooperative" within the Prairie View Consortium began emerging. It is taking form from the initial needs assessment, and a plan for development toward future interdependence is being designed.

The Texas Educational Renewal Center through Dr. Kyle Killough (TERC) and Mrs. Lee Ellwood developed plans with the Prairie View Consortium for delivering a pre-pilot in-service training program of Mini-Course I – Effective Questioning. The minicourse involves a three-step instructional sequence and utilizes video-tape equipment and evaluation materials. Training sites and centers for Mini-Course I were identified, and orientation sessions held with center officials for product installation.

Mini-Course I was installed November 1, 1971, as a pre-pilot in-service teacher training program in the following Consortium member institutions: Aldine, Bryan, Cypress-Fairbanks, Hempstead, North Forest, Prairie View A & M College, and Sealy. Instructional lessons were scheduled at Prairie View A & M College with video microteaching being done in each teacher representative classroom. Videotaping equipment for pre-taping and post-taping was furnished by Region IV Education Service Center, Prairie View A & M College, Waller Independent School District, and Aldine Independent School District. Pupils for pre and post-taping sessions were available in the Waller Independent School District. Product materials were delivered by TERC and consultant services as needed were available from Region

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VI Education Service Center. Pre-pilot monitoring and feedback were evaluated by officials from TERC and the Prairie View Consortium. Release time for teacher participants was provided by their school districts.

Prior to the installation of the Minicourse as a pilot program, the Consortium identified dissemination training centers in nine Consortium districts. In these districts: Aldine, Bellville, Brenham, Brookshire, Cypress-Fairbanks, Hempstead, North Forest, Sealy, and Waller, a process for realizing specific objectives of the Prairie View Center was installed to include:

Providing the developmental and technical assistance, education and training required to:

1. Assess local needs.

2. Develop strategies and priorities based on these needs.

3. Identify and marshal local and national resources.

4. Utilize valid practices and products not previously known or widely utilized in the local areas.

5. Adopt practices and products in response to local needs.

6. Install and evaluate new practices and products as needed.

7. Identify, train and establish active "Resource Agents" services for coordinating and recycling in-service teacher training products and programs.

Provide training in skills and understanding related to performing effective competent teaching and learning.

During early December, Prairie View A & M College's President Dr. A. I. Thomas, the College Deans, Department Heads, and teacher representatives, including the teacher center, initiated plans for a college-wide Faculty Conference in Performance-Based Education.

The Mid-Year Faculty Conference held January 4-12, had as its theme: Performance-Based Teaching and Individualized Instruction – Ways to Effective Learning. The shift in emphasis to Performance-Based

Education was timely as the College had just completed an in-service teaching training program installed in September, 1968 with the theme "Learning The Major Objectives of the College." Technical assistance for the workshop was provided by Dr. Robert Houston and a developmental assistance team from the University of Houston including: Dr. Jake Blakenship, Dr. James Cooper, and Mrs. Sarah White, together with Dr. James L. Gant-Florida State Department of Higher Education and Dr. Harry Robinson of Prairie View A & M College. During an eight day retreat, the Prairie View Faculty became actively involved in: Examining Key Elements of Performance-Based Teaching, Writing Behavioral Objectives, Developing Behavioral Objectives in the Instructional Program, Individualizing Instruction and Creating Instructional Software and Modules.

Following the workshop, the college faculty committed themselves enthusiastically to a college-wide program of Performance-Based Teacher Education. All course outline objectives for the second semester were written in behavioral terms, and some packaged materials were introduced as various departments have installed modular programs.

A task force will be named for developing the Prairie View Compentency-Based Model in teacher education. An in-service training program in performance-based education will be installed to afford planning support and guidance. Within the model, teacher education interns and training centers will be identified, and a program leading toward certification on the basis of competency will be installed.

A pre-pilot training program for developing Minicourse V Mathematics Resource Agents was installed in Consortium districts of Aldine, Cypress-Fairbanks, Hempstead, North Forest, and Sealy. Material support was provided by the Texas Educational Renewal Center; technical assistance by the Prairie View Center; and release-time afforded teacher participants by their school districts.

During February, the Prairie View Teacher Center received Minigrants from the Texas Educational Renewal Center to install as pilots Minicourses I and V in nine Consortium school districts involving one hundred and one in-service teachers in Phase I and to replicate the training in Phase II for a similar number of teachers during April and May. Six active Resource Agents trained earlier in pre-pilot programs for both Minicourses were afforded leadership roles in installing these teacher training programs in six training centers. These Resource Agents

include: Elizabeth Peterson-Aldine, Vicki Bergin-Cypress-Fairbanks, Isabell Kusee-Hempstead, Debra Foreman-North Forest, Mary Lou Schaare-Sealy, and Barbara Gray-Prairie View A & M College.

Of the six centers, two cluster sites were designated. Sealy became the training site to also include Brookshire and Bellville; Waller became the training site to also include Hempstead and Prairie View A & M College in the clustered units. Teachers were granted release time during the school day to cross district lines to receive the minicourse training from their active Resource Agents. Teachers in Aldine, Cypress-Fairbanks, North Forest, and Brenham were granted release time to travel to designated central sites within the district for training. The educational products were well received by teachers and their students. Evaluations of the programs indicate very positive reactions.

In April, three Match Box Instructional Products: A House of Ancient Greece, The City, and Japanese Family were installed in six consortium school districts. Support funds for product installation were granted by the Texas Education Renewal Center to train fifty-one inservice teachers in Phase I of the Program.

Vicki Bergin of Cypress Fairbanks ISD, the projects active Resource Agent, was sent by the Prairie View Teacher Center to Boston, Massachusetts for a training workshop on Match Boxes in order to provide the leadership for training other Resource Agents in installing the Match Boxes. Vicki has received permission from the school district to cross district lines in order to coordinate the Match Kit project in the other five Consortium districts and to travel within the state and afford technical assistance for TERC during Match Box Awareness Conferences.

Thirty teachers were identified by Consortium districts of Aldine, Bellville, Brenham, Houston, Cypress Fairbanks, Hempstead, North Forest, Sealy and Waller for a planned three weeks Mini Institute in the Prairie View Teacher Center at Prairie View A & M College during June. The participants, who are granted three graduate college hours, become active Resource Agents for replicating their training in installing the three additional educational products in selected teacher training centers in their districts during next school year.

In September, three new buildings will open in Prairie View A & M College: A Women's and Men's Residence Hall and a cafeteria.

Each building is designed to facilitate Performance-Based Education. Each Residence Unit has sleeping quarters and a special study

room that includes a large desk, bookcase, touchtone telephone that has a dial access retrieval capability to pick up taped lectures and recording, T.V. reception for educational T.V. on the Prairie View System in the Learning Resource Center. The public address system is designed for plugging in educational cartilages for regularly scheduled programming.

Each Residence Hall has an educational community of 46 students assigned to two junior fellows. Each community has its learning lounge of study carrels and other educational materials to facilitate learning. Each building has a commons with classrooms, seminar rooms, library and media materials and study cabinets.

The Dining Hall has space for 1500 students to utilize study carrels for audio and/or video input.

All new buildings will be designed as mediums for facilitating learning continuously.

The newly designated teacher center building becomes the active Learning Center. Consortium personnel will be provided with ready access to new and tested materials, processes, and products so that they may keep up to date with the latest educational techniques and methods and/or upgrade their own professional competencies. Also planned is the development of an informational data bank, through the services as provided by Informational Resource Agents of the Texas Information Service. Development of a reference library and a technology laboratory is also included. Planning for the future effectiveness of the Center continues with Dr. Harlan Ford, TEA, and Dr. Kyle Killough, TERC, as the Center Phase I program for affecting changes in people is well underway. A vital component will be the continous identification and training of Active Resource Agents within the Consortium member institutions as an active mechanism for recycling, delivering, and/or disseminating educational products, materials and services. These change agents afford the valuable linkage necessary to meet the existing and emerging in-service and pre-service teacher training needs of the Prairie View Consortium.

In selected dissemination centers, a responsible feedback system will provide input for designing pre-service teacher education programs geared to the changing educational needs of the local community.

A delivery system has been installed in Consortium schools to provide process, product, and personnel resources.

Phase II, affecting changes in programs, during 1973-74 will signal the installment in Consortium schools of a more sophisticated needs

assessment system for determining and developing pilot program centers within Consortium Clusters. Included also is the dissemination of information, materials, products, and developmental personnel resources to selected pilot educational renewal centers.

During 1974-75, Phase III affecting changes in performances comes in clearer focus as established pilot educational renewal centers provide the necessary linkage for installing pre-service Performance-Based Teacher Education Internship Programs.

The Center becomes the delivery system for providing performance-based instructional materials to Field Centers; developing small group seminars and mini institutes; the dissemination of loan equipment within the Consortium; producing materials; and dispensing informational services and reference library resources.

The Center continues its program for installing proven educational processes, products, and practices in Consortium schools in order to provide for assessed needs of their educational clientele as the Prairie View Teacher Center's program becomes fully operational.

Students will receive relevant learning experiences from a variety of resources to include pilot programs, proven materials and Active Resource Agents.

Teacher Education interns will receive earlier experiences with children from multi-ethnic backgrounds in rural and city communities.

In-service teachers will be exposed to proven educational practices, processes, and products and assume key leadership roles as resources for program design and intern development.

Community and professional agents and agencies as co-planners of relevant educational services will be involved in understanding and applying innovative strategies designed to improve the quality of learning opportunities for their children.

College/University staffs will afford technical assistance to schools and will have many opportunities for planning earlier field experiences for their teacher education interns, as well as become recipients of valuable input for program design.

Education Service Center personnel will provide leadership, materials, and special services to Consortium schools and receive the needed support to bolster and expand their program activities.

Cooperatively, the idea of developing people, programs, and performances become more clearly focused, and needs of the "real

world" for relevant education are more nearly defined as more effective training delivery mechanisms and systems become installed. Thus, the learning experience and opportunities for our children become greatly enhanced.

THE BLACK COLLEGE IN TRANSITION

Elias Blake, Jr.

It is extremely important and it goes without saying that persons, who have to deal with the pressures of new ideas and change, sometime resent such pressures because they feel that these pressures are artificial and really grow out of the impact that results when society forces many of its concerns on black colleges unfairly. However, even if these factors are unfair and are in many instances ill-conceived, they are nevertheless real. My views about all the pressures are that we cannot hope to have the luxury of trying to plan or develop strategies in an atmosphere where the people that we are dealing with, on whatever level—in the private or public sector, are sympathetic to our problems. It would not be the first time, either in terms of individuals or in terms of institutions, that misguided people, because of the decisions they make or the power they might wield, can do irreparable damage to people or to institutions. It is on this basis then, that I think that we have to take these things seriously.

I would like to do three things today, given the nature of the activities that you are involved in. First, I would like to indicate the new forces in higher education which represent the need for those institutions that are going to get ahead of these forces and develop new postures. The second thing which I will do is talk briefly about some strategies or approaches to the business of curriculum development that I think have not at this point been used very much anywhere. The institutions that are able to solve some of the problems that I will be laying out are institutions that are able to meet the current demands for educational innovations. They are not only going to be in the forefront in terms of educating blacks, but in the forefront in terms of educating all students. Educational institutions of all kinds are traditionally fairly conservative and thus changes will be difficult.

The third thing that I want to do is simply to indicate what I think the whole business of being predominantly black institutions has to do with the kind of changes that I am talking about. I prefer, however, to begin with a more general level and then end with that because I think we have to operate in the broadest context. Because we are predominantly black institutions, we have special responsibilities, but we have

to carry them out in the framework of American higher education and in terms of our intricate relationship to the larger society.

The first factor that we will deal with has to do with the developing patterns for financial aid in higher education. The fundamental change that is taking place in that area has to do with what I call the movement from an institutional-based series of financial aid programs to a student-based financial aid program. It simply means that the current thinking is to shift more and more of the financial aid resources into the hands of the students rather than as they are now—in the hands of the institutions.

The new program, the Basic Educational Opportunity Grants, for example, represents the first example of that principle in terms of financial aid. I am assuming that you already know how heavily dependent black institutions are on federal financial aid. This consequently makes them more vulnerable than any other institutions in the country to changes in these programs simply because a high proportion of their students require financial aid and the federal financial programs tend to be the largest source of that aid. So we have to be particularly sensitive to any changes in these programs. The problem is that with the consumer orientation, the college is in a difficult position in terms of offering students financial aid per se as an inducement for them to attend. If you want a particular student, it is very easy now to indicate that you have a certain financial package in the competition between you and other institutions to get a particular student. However, if you do not have that, then you have to attract students by other means; which means that you must present a basic portfolio which specifies your educational programming and represents an attractive package for the students. Behind this portrait, of course, is the reality of those programs, that is, whether or not what you portray is actually the case.

Educational institutions, then, are going to have to move closer in a certain sense to the way in which the commercial sector operates. For example, people are going to have to become smarter at marketing their educational programs, because the consumer will be in an enormous position of power if this trend continues. A student will have obligated to him a certain amount of money. He can then take that money to any particular institution that he chooses. That means colleges will have to compete from a different point of view.

The second trend, which is also a competitive trend, has to do with the development of something called post-secondary education.

Post-secondary education is an expansion of the normal definition of education beyond high school. Post-secondary education includes more than just the four-year colleges and two-year colleges; it includes what are called proprietary schools—which means schools for profit. Proprietary schools train people for everything from a barber to a computer technician, to a certificate program in truck driving. All of these things are considered a part of post-secondary education. The fastest growing part of higher education is in the community colleges and they are closer to proprietary schools in some characteristics than they are to some four-year institutions of higher education which grant baccalaureate degrees. This means, then, that the so-called traditional sector of higher education is the sector that is likely to come under the greatest pressure in terms of competition from these new forces.

For example, in the financial aid legislation, for the first time since it was initiated in 1965, these institutions are eligible for the programs, that is, the National Defense Student Loans, the Basic Educational Opportunity Grants and the Work Study programs. These proprietary institutions can now have their students qualify for these programs. One then sees another kind of competition; a kind of squeeze in terms of sources of funds for education. These proprietary schools are already very good at marketing their programs whereas the traditional higher education environment is not. I have never seen, for example, an undergraduate institution promote its educational program in television commercials. But almost any evening in any major city, particularly in the late evening, if one is watching one of the late shows, sooner or later a broadcasting school, or computer school or something of that nature will advertise via television in very much the same manner that soap or anything else is advertised because these are profit making enterprises seeking the student market. In other words, they are in the education business to make money. They can only make money, however, if they can validate the training which they give to the students and the students can get jobs at what they train them for. So, they have a very straight-forward motivation but they also have to deal with straight-forward criteria. You will not get students if it becomes obvious that they cannot work at a high level of placement in a post-school environment.

The third force impinging on higher education has to do with what I call manpower arguments for the validity of higher education programs. The manpower argument simply says that you scan the

general manpower needs of the society. Once having scanned these, you look at where there is a declining market for certain kinds of jobs and where there is an increasing market for certain kinds of jobs. You look next at your educational programs and try to determine whether or not the kinds of programs you are having students major in represent the areas in which the highest proportion of them are going to be able to get work. That is one level of the argument. The second level, however, has to do the the perceived relationship between institutions of higher education and the functional needs of a technological and industrial society.

Decision makers have recognized now that higher educational institutions do, in fact, furnish crucial manpower without which the society could not function. They are asking: Can we leave this to chance or must we begin to put pressures on the institutions in order to make certain that we do not have manpower distortions? These pressures have been increased by the so-called glut of people in some of the physical sciences and, for example, the under-employment of certain people in humanities fields with a Ph.D. Some of these trends are false, but higher education people have not been very effective in demonstrating that in the long run these things represent only temporary dislocations as opposed to long-term trends that may require sharp cutbacks.

The ineffectiveness of people in higher education in these areas is seen in the literal wiping out of almost all of the programs dealing with graduate support in higher education. The programs in NDEA, the National Science Foundation program, the National Institutes of Health program; almost all of these programs are fighting a losing battle trying to hold on to funds for graduate and professional school training. The general argument being, "We are all overloaded with Ph.D's, therefore, we do not need these programs." That, however, is going to hit blacks with a great deal of force in two to three years and you will find graduate schools telling you sadly about your best students: "Yes, we can admit him or her but we do not have the money to support the student." This means that, as you know, to admit most black students to graduate or professional school without substantial financial aid is not to admit them at all. They simply cannot continue after four years of undergraduate school except that small proportion of students who come out of professional families, whose parents are doctors, lawyers, or other successful professionals and that is a small percentage of the

students. Consequently, some very serious problems are developing in this area. All of these things and particularly the last issue, put higher education under a great deal of pressure that it has never been under before.

New questions about productivity and accountability are being asked of people in education and people are insisting on answers. Higher education was considered a public good. No one questioned its value. Now all of a sudden, in the last five years, almost everyone is questioning everything in higher education from, what kinds of graduate students it turns out to what do college teachers really do in their five-day week. This is an area where educators are going to have to do quite a bit of work and do it rapidly. In California, for example, there was a move at the state legislature to validate whether or not the teachers were putting in a 40-hour week as is the case in other areas. The educators were not able to show data indicating precisely what teachers did to take up the rest of their time. If they were meeting students 12 clock hours per week in terms of contact hours and of course one said there are 2 hours of preparation for each one of teaching, then they were asked a simple question—Can you document that? Now, of course, you know that people in education have not always tried to document that sort of thing. They could not and so they were in a very difficult position. But this is just an anecdote on the new kinds of pressure and how they can do damage if we do not begin to deal with these things.

Another factor has to do with the fact that people in higher education misread the world in which they live. We have become too much enamored with how important we are to the broader society. But it is sobering to remember that 50% of the people in this country do not even have a high school diploma. In the 1970 census, for the first time, the median level of education approached 12 years. That means that 50% of the people in this country are not even high school graduates. Only about 20% of the men, in the last data I looked at, are college graduates. Overall, 10.7% of the population over 25 completed four or more years of college. Therefore, as long as only 11.7 million Americans are in that category out of 110 million Americans who are 25 years of age, the politician chooses to put pressure on higher education in terms of a cost-price squeeze; they have a firm environment in which to do it. Their electorate is not likely to find you extremely important to them if you are too expensive, if you cost too

much, or if you cannot answer hard questions about what you are doing.

These are the forces behind the accountability/productivity kinds of arguments. I think these things can be met. I do not think these things are dangerous as long as we do not continue the circular kind of argument about our value and as long as we proceed to try to develop the kind of information that can easily justify the difficulty of our jobs, the time consumed in doing them, and what the process is that we have to engage in to turn out a competent graduate in four or five years.

I view all of these forces as being good things in terms of supporting educational innovations or educational changes in what are essentially conservative institutions. Let us examine some illustrations. In the black colleges, it appears from all the information that I have been looking at recently, there is a very serious problem in the physical sciences and somewhat less of a problem in the biological sciences. We were looking at data, for example, from 77 of the four-year colleges. In these schools, we found almost 558 teachers on the physics and chemistry faculties in these 77 schools. But in terms of students, there were about 2400 students behind these 558 faculty members. People can raise a lot of hard questions about that. But the other interesting thing was that there were 342 Ph.D's in those 558 teachers, so that 61% of the faculty in the physical sciences at these 77 schools have Ph.D's. That is a very high percentage, and that is good. But the question is: Why are there so few students in these fields? In the midst of such teaching competency, why is it that we cannot begin to flow a much larger number of students through these fields in order to help cope with black under-representation in fields related to the hard sciences?

We have to ask these kinds of questions before other people do and then initiate actions to do something about them. If we are caught in defensive positions, particularly in the public colleges, then it would be a very difficult situation because institutions could even lose major departments. People will complain that these departments are not productive enough. If there are too few students in these departments, then people have to ask right away—Why?

Taking that as an illustration, I see it as a force for looking at the basic nature of instruction in those particular fields. The general argument goes, that science instruction, particularly for blacks, is exceptionally poor and is probably poorer than it is in other fields. Therefore, one gets a smaller group of undergraduates who are capable

of doing good work and becoming majors in fields like chemistry, physics and mathematics. That is good as far as it goes. Unfortunately, the result of that particular argument is: We cannot do anything about the problem because the supply is bad. That being the case, then why not move the program staff to an institution where the supply is better and stronger and can be put to better use? Well, I do not think that is the intent of the argument but that is the kind of question that one could be asked.

If on the other side, one poses the question and said: What can we do in our instructional program from the freshman year up through the graduate year to actually recruit more talented students into these particular fields and how can we hold them there until their performance reaches reasonable professional standards in the period that we have them? That is the new kind of development that is going to become more and more important. Self-criticism within what we are doing inside institutions is going to be a better strategy than complaining about external forces that we really cannot control.

It is a very long term prospect to try to improve the quality of science instruction in predominantly black high schools across the south and the country. Long term means 5 to 10 years. It is a much easier problem, however, to try to develop programs that deal with this particular problem within the colleges that we control. We can begin the process of experimentation of analyzing what one is going to do in order to try to develop more students in this area. This is where the marketing concept comes in.

The people in these fields or any field will have to find ways to make their particular fields more attractive to students. Not only will they have to find ways to make it more attractive to students but they will have to find ways to motivate students in order that they will do the rigorous work that is required for them to become competent in these fields although many may start out with certain handicaps. This is one of the most important areas and I will relate some of our experiences at ISE to you. It is not to market our programs but it is to indicate what I think is a systematic way to set goals and then proceed to implement these goals.

When we started out with the first year program, we just started with three large goals:

- The first goal was the reduction of attrition because there was too much attrition.

- The second goal was to design an intellectually stimulating program for students and especially for stimulating teachers. You see, teaching in the freshman year is not very intellectually stimulating to most teachers. We know it and the teachers know it. Unfortunately, no one ever did anything about it because no one had ever set it as an avowed goal.
- The third goal had to do with certain attitudinal and motivational factors among the students. We knew that there was a great deal of passivity, apathy and a lack of confidence in intellectual matters among students. Everyone comments on it. All the time, people commented on it but it was never set up as a specific concrete goal to go along with the whole business of academic competence.

What I am saying is that if one has other problems, then one sets the solution to these problems as a part of one's academic planning and proceeds to ask one's self the question: What kinds of strategies can we use in our instructional programs that would deal with these other problems? If, for example, students are afraid of physics, and they are—there is no question about that, then why not set as a conscious goal for one's instructional planning the reduction and wiping out of that fear of the subject matter. If this is an actual factor that is responsible for what is happening, that that problem is not going to solve itself as long as that specific goal is not identifiable and a program developed to try to deal with it. One tries next to evaluate whether or not that particular fear is diminishing and more students are beginning to choose majors in these fields with the end result of getting a larger flow of students into these areas.

The most difficult problems in all of this is to create a structure within which teachers and departmental administrators can do the continual experimental work that is required to bring about significant change. One of the greatest myths in educational change is that one can appoint a committee than can think through the problems and do a higher level of analysis that you are doing with your group here. Get these documents read, accepted and approved by the faculty and then get the programs initiated in classrooms. It is the last step which never seems to happen and which I am concentrating on here. Beyond putting in so called new programs, the part that is sorely missing in all our approaches to change is what all business and industry call staff development—which is an unknown concept in higher education.

For staff development in the business industry, I can give you a simple illustration. If a business puts out a new product or even if it revises a product and it has a sales force that is responsible for selling that product, as part of the cost of doing business, that industry will develop a staff development program. The program is designed to do very simple things, namely:

- To inform the sales force what the new product is,
- To give the sales force the techniques that are going to be required to sell this particular product, and
- Give them the marketing information about the best kinds of possibilities they can find for the selling of this particular product.

They would no more put a new product on the market without staff development work than they would pull a good product off the market when it is just beginning to hit its sales stride. The question then becomes: In educational institutions, have we ever thought about what is going to be the ongoing process of staff development to get the actual teachers who are going to have to install new programs to think about what is required of them and begin to do what is going to be required of them on a collective organized and consistent basis over long periods of time?

I would say it would take two to three years for any major curriculum change to hit its stride after it has been developed and after the basic decision has been made to try to implement it.

What we do not have is a systematic process in our institutions for moving a program along with a feedback system for evaluating progress. We have to develop a kind of colleagueship among the faculty, particularly among the senior faculty members. I am talking now about some very difficult things—where people will go beyond the business of talking about what they are doing outside of the classroom and would carry the colleagueship beyond the door of the classroom. If one then develops a series of ideas, say about reducing the fear of students for science and mathematics and you say you have developed materials and strategies to attack that, then through a colleagueship, you evaluate what you are doing inside the classroom. Your colleagues will come into your classroom to evaluate what is happening and you will likewise go to their classrooms. You also talk to the students about what is happening and look over the students' performance periodically, then reevaluate whether or not you are moving towards the goals that you have developed. I do not know of any places where that kind of process is in action in a systematic way.

I would hypothesize that if there could be a breakthrough at an institution to do that kind of thing over a two or three-year period and it becomes a traditional way of doing business, then I think one might develop very highly skilled majors—competent majors that would be sought after by anyone who became aware of their abilities after they leave the institutions. That particular institution would be looked to for leadership in terms of developing instructional programs all across this country. I say that because all the commentators say, almost like a litany of sad voices, that undergraduate instruction is in a bad way. They say that it is lifeless; it is stereotyped. The students find it boring and they go through it because it is the only game in town. They know that if they do not get these baccalaureates, masters, or Ph.D. degrees, then they are going to be in a lot of trouble in the kind of society in which we live. Therefore, they tolerate stereotyped, bad and unexciting instruction, because they do not really have any other alternatives. You hear this all across the country. If one could break ground in that area, it would be a very important development.

The problems that mitigate against this bear relationships to some of the things that create conservatism in higher education. One involves the teacher as the solitary scholar, researcher and teacher. No one tells them what to do. I imagine that the only conversations are internal ones, and occasionally he may talk with a colleague about what he is doing on his own time or according to his own likes. He does not really listen even to his colleagues. He only listens to his colleague when he agrees with him. If the colleague disagrees with him, then he is likely to dismiss what the colleague is saying, and go on doing things in his own way, simply because there is no evaluative structure in which colleagues operate with each other.

If you look at other professions like law, architecture, or even doctors, colleagueship, as I describe it, is a normal way of doing business. Doctors have to work together on various kinds of cases, all the way up to the operating room and all the way back to the business of therapy and recovery. Lawyers have to work together on cases. They work on these cases all the way into the courtroom. They talk while the case is going. They reevaluate while it is being done; they change their strategy from one week to the next if they are not achieving their desired or required results. In teaching, at all levels, that sort of thing is conspicuously absent. That is, we find the solitary individual working on his problems as he sees them. This leads to what I perceive to be one

of the greatest difficulties to any kind of substantive curricular re-direction—the departmental structures which this solitary kind of approach creates. The departmental structures of higher education are really created in that individual-scholar-research mold.

One of the most difficult problems on any campus is the absence of any kind of substantive communication across even related disciplines, fields like say, chemistry and biology or mathematics and physics, or say, history and political science. Communication is the exception rather than the rule. That means that our innovations are going to have to respect those kinds of divisions.

The hypothesis that I pose in my mind is that as long as innovations and changes have to respect those particular kinds of divisions, there is never going to be anything that looks any differently or feels any differently in higher education, simply because there is a very strict limit on what kinds of changes are going to take place. What we need worked on and worked on very hard is what I might call "umbrella strategies" at the upper levels. And I do not want to use the jargon. The jargon is interdisciplinary and that affects attitudes so I do not want to use that. I would rather say, umbrella strategies, something that covers a significant number of fields or one might call them network strategies which put together fields at the upper levels.

At the lower levels it is fairly easy, because at this level, you have general education. The departmental people do not really care about what goes on at the freshman level. They really start caring somewhere along the second half of the sophomore year. Then at the junior year, that is where they become protective and that is where the gatekeepers block institutional changes. They are very rigid. They want to be very careful about anything that happens at the juncture where the individual disciplines take on total responsibility. Knowledge goes up through narrow funnels, and each person protects his particular, individual funnel to make certain that nobody on the outside of it disarrays it. Thusly, one can keep on doing things the way he has been. Any interrelated changes have to be dealt with in the political context: How it is going to affect my unilateral ability to do what I want to do, when I want to do it, and how I want to do it? That is the real question in terms of innovation at the upper level. If you do not deal with this, then you are just playing games with each other. What you really want to know when the dust settles is: Am I going to be tied to other people so that I cannot really move without having some kind of consultative

relationship with them? Since I am a chemist, I know things that the biologist does not know; or I am in business and I know things that the chemist and biologist do not know; or I am a mathematician and I know things that none of the other three knows. I want to be careful that I do not get locked up too tightly with these people.

I now pose the question: What are some of the strategies to deal with this? This is an extremely difficult problem and I do not have any pat solutions to it. I am arguing for getting that problem honestly on the agenda in some of the undergraduate programs. I think that the institutions that solve that political problem are going to be able to do some astounding things.

Let me give you an illustration of what is happening in the real world and it is perhaps not going to stop. There are almost no problems in the real world now that a person alone in an individual discipline can solve. There are almost no such problems. Let us take as an example, one of the major problems in the society: health care. In order to work on the problems of health, you need a large team of people. You need social scientists to do demography work; you need them to do work on attitudes and motivations--how people perceive health care. On the other side, you need people in the natural sciences to deal with the whole question of disease patterns, level of disease, and so on. If you are going to solve that problem, these people have to lock themselves together. They have to work together and depend on each other. Is it possible then to develop programs like that, dealing with related fields, for majors in which one would develop a so called problem-oriented approach? There are other problems like this in terms of transportation and also problems in public school education which are similarly related. It is just that in education, we tend not to deal with all of the problems that are involved.

For example, the design and structure of the educational environment is an extremely important force in educational change. Yet, I do not know of any school of education where the people, who are being trained to be educational administrators, do cooperative work with people who are architects in order to look at the problem of utilization of space for teaching and learning activities. If one poses the question of new kinds of educational activity, then what kind of support system do you need in the physical environment? What kind of equipment support do you need in that environment to work out all those particular problems?

One has to look at how you are going to break down some of the traditional departmental divisions if there are going to be major innovations. The other factor that one has to look at is the business of credit-course structure. If all innovation has to respect the credit-course structure, then again, you are facing an extremely limited factor. This is what a lot of the jargon about competency-based instruction and behavioral objectives is all about. If one could set goals, and could define the level of competence that a person has to have to show at various levels of his development, then is it really relevant how the person moves to that level? If one makes two basic decisions: What the person is able to do and what he is supposed to know and follow them by a general approximation of how many courses it is worth, and how many credits it is worth, then everything else in scheduling is open. You can design how he gets to that particular point in any particular way that you want. To give a radical example, suppose the student that comes in was bright enough for you to lay out what he was supposed to do. If this is worth six hours of academic credit, then this student could ask, "Well, can I come back and see you in a month?"

You say, "What do you mean, come back and see me in a month?"

He says, "Well, you see, I have a good high school background and I think if I can come back in a month, I can do all this stuff you are talking about. What I want to know is, when can I get into the laboratory?"

You give him a schedule of when he can get into the laboratory and he takes off. But, really, instead of coming back in a month, he comes back in three weeks.

He says, "I think I am ready to take the examination now."

He takes his examination after 3 weeks and gets six credits. Why couldn't it be done? And someone says, Do not ask me why not? It is possible. But someone else asks: Is it possible with our students? It may be that it will take some students three months to get them to the same point that it took this student three weeks. But at any rate, there should be some indication of the different time spans. You, then, raise all different kinds of questions, and this is very important. How do you organize such a program? How do you schedule it? How would you use your space facilities? All of those questions bear down on you like a deluge. The problem is that in innovation, we never ask those questions in the beginning. So after we put our so-called innovation into the field,

then the space utilization program and the scheduling problem come down on you and almost in every instance of our experience, those decisions are made in a conservative way. We take something else out of what the planners and creative thinkers wanted to do. The creative thinkers give up a little of something because of space utilization. They give up a little something else because of the course credit structure. They give up a little bit of something because of the inability to make a deal with various kinds of departmental people. So after they finish up giving up everything, what they call innovation fits in very neatly into the same cubby hole, into the same narrow funnels, and then one cannot really see visibly that there is really any change inside the institutional structure. Essentially, innovation is thwarted by a lack of institutional change. Innovation is always an interesting frill until it forces basic institutional changes. Usually innovation loses all of the battles to the status quo and disappears from view except for new content developed in the same stereotyped ways.

All of that is based on six or seven years of grief. We have made some progress but along the way we have found out that we just did not know enough about what we were doing, and in retrospect, if we did it over again, we would ask those questions first. In the summer of 1967, we would have asked all of those questions initially, about the schedules and the course-credit structure. We would have made some departmental deals too, and then innovation would have been in a much better and stronger position. But as it were, we did not and those things have tended to be very difficult factors to deal with later. But remember now, I raise these questions in terms of the upper levels of the institution; the making of major; the development of professional competence; the things that are dearest to the educational institutions. That is the real payoff and that is why it is the most conservative area. One may say: "Well, I have been doing pretty good so far." As soon as someone says that, you could ask: "What do you mean you have been doing pretty good so far? By what criteria? Do you know anything about how your graduates have been doing since they left the institution? What are you talking about? What is the enrollment attrition rate? How many students do you start with as sophomores and how many are left when they march across the graduation stage every June? Considering the ones that do not march across the stage: what happens to them? Are you satisfied with that?" As I raised the question earlier in some fields, I think people can no longer be satisfied with the

normal enrollment attrition losses as they relate to majors. What I am talking about is the paradox, the paradox which says that negative outside pressures can be turned to the benefit of people who are actually interested in change. These questions are being asked by statewide systems of public colleges; by federal funding agencies which support the development of new programs; by foundations; and by legislators who are asked to subsidize private colleges with public funds.

If educational leaders can force discussions of fundamental ways of delivering instruction to students, new ways may be found. If the discussions are superficial and consider only a more attractive packaging of some approaches to teaching and learning, no change will occur. Predominantly black colleges are being asked a sub-set of special questions based on their special history:

- Are such schools still essential to the adequate education of black Americans or are they a declining vestige of history and racial discrimination?
- Is any majority black educational setting capable of giving the kind of hard cultural impact needed for students to function in the majority white society?

If the answers to such questions are a resounding yes, then the answers move to the broader questions that affect all of higher education.

In this period of vulnerability, some persons, who have never believed that blacks could run first rate educational or any kinds of enterprises for their people, will use legitimate questions to destroy black colleges. What is the black colleges' challenge? The best defense is an offense. The best offense involves: a portfolio of educational change in transit; an atmosphere of ferment and probing; and ways to solve the problems of teaching and learning.

The education of black Americans is still of crisis proportion; and the work done by educational institutions, which primarily serve blacks, is of great significance to the nation.

PART II

SECTION B

SEMINARS ON EDUCATIONAL SYSTEMS

CASE STUDY OF A CURRICULAR EXPERIMENT

Edward B. Johnson

In describing a curricular experiment, one has to make a decision as to the most pertinent elements, among a large quantity of elements, that contributed most to the success of the experiment. The experiences in the classroom, at Summer Conferences, at winter and spring evaluation conferences, and with program associates of the Institute of Services to Education have unearthed countless elements, and enabled participants—instructors, counselors and directors—to explore in depth many approaches to education. Such flexibility has certainly inspired creativity. Many instructors have found themselves creating their own approaches or combining a number of approaches, or changing an approach in the middle of the class period. For the instructor, not hide-bound by traditionalism but thirsting for effective means of change, the experiment has been a reservoir of satisfaction.

During the last six years the Thirteen-College Curriculum Program, in regards to its approach, has been labelled many things – inductive, activity-centered, Socratic, heuristic, student-centered, inquiry-centered, etc. At Alabama A. and M. University the program has certainly been student-centered, but the application of the other labels has also fitted. For want of an all-inclusive label, let us use the term combination of approaches, because under the guidance of conscientious, honest instructors, the approach has been just that. The elements that have seemed most pertinent to the success of the experiment lend themselves to any approach.

This case study will explore the following elements: Selection of Instructors, Selection of Students, Logistics, The Curricular Experiment at Alabama A. and M. University, and Implementation.

The selection of instructors as conducted at the university has been a major contributing factor in that the majority of the instructors are still with the program. Those that left after two or three years are now returning with doctoral degrees to continue the methodology. The rapport that these instructors had and still have with their students is another attestation of judicious selection.

While the selection of students was not necessarily unique, the kind of students that the experiment began with did present certain

problems which the instructors solved with ingenuity. Such selection at the outset of the experiment prepared the instructors as the years progressed for all types of students.

The logistical arrangmeent of classrooms and offices further contributed to the success of the experiment. One can only project how the experiment would have fared had the instructors shared offices with non-program instructors. However, in frequent interviews with the program instructors through the years, the consensus has been that the nature of the experiment demanded isolation of students and instructors at least for the first two or three years.

While "The Experiment" here has encountered many problems similar to those of other participants in the consortium, it has also encountered different problems. One outstanding factor in the solution of these problems has been, and still is, the strong support of upper-level administrators. Second in importance are the strategies devised by the instructors and director. Third, but not least, conscientious and creative instructors who have convinced their students that they really care; that each student is important.

Implementation is now in its second year. The first year ended as was expected on the basis of the groundwork laid by the experiment. The percentage of attrition dropped from 60% to 30%. Class attendance improved greatly over previous years. Student performance also improved. In fact for the first time in the history of the university, the number of freshmen on the Academic Probation List at the end of the first semester decreased from 40% to 7%. At the end of the academic year, the percentage of probationers had dropped to 1%. Vigilance on the part of the instructors and director was one contributing factor. Instructors assumed the attitude that the failures in their classes indicated negligence on their (instructor's) part and acted accordingly. The director scheduled conferences with all students with the grade of D or F after mid-term. These conferences disclosed reasons for failing that could be rectified.

At present implementation is progressing well. Instructors in each discipline conduct weekly conferences dealing with material, methodology, student performance, class attendance, etc. The director attends these conferences as an observer. The counselor and director confer with students who have problems – academic and personal. In addition, the coordinators supply weekly reports on progress, curricular problems, and any other problems affecting the program.

Selection of Instructors

In 1967 this experiment was initiated by the acting chairman of the Department of English and Foreign Languages, who became the director of the program, and the Vice-President of Academic Affairs at Alabama A. and M. University. As the subject matter areas had previously been selected, the next step was the selection of instructors. Each of the four areas required two instructors – one, a veteran of some years experience at the university, and the other, a fledgling or a novice in experience at the college level. In short, each subject matter area had a senior instructor and a junior instructor.

The rationale for such selectivity was that the senior instructor, through his years of experience, had developed expertise of a high order in the subject matter area – both in methodology and knowledge of materials, while the junior instructor, as a kind of tabula rasa had not yet acquired the kinds of methodology common to most experienced college instructors, especially not those kinds that the experiment hoped to improve or eliminate. The junior instructor, because of his inexperience, would be more amenable to new ideas or changes in old ones. A case in point was a situation that involved the two instructors of Ideas and Their Expression (Communication Skills). Instructor A, the senior, insisted that the mechanics of grammar should be deemphasized at the outset of the course. Instructor B, the junior, objected on the basis of her high school teaching experience. When the explanation disclosed the advantages of not hampering the students' first attempts at self-expression, the junior instructor desisted in her objections and later suggested additional devices for encouraging self-expression. Another example involved the two instructors in Social Institutions (Social Science). The senior instructor, who was history-oriented, insisted on strict adherence to chronology, but the junior instructor, who was sociology-oriented, suggested exploring the current social and political forces and comparing them to various eras. After some discussion of the pro's and con's, the senior instructor consented to try the suggested approach. Weeks later she complimented the junior instructor for persuading her to change a time-honored approach to a different one. These cases might have taken different directions had both instructors been so firmly entrenched, through experience, in their own methodology that they refused to compromise or change.

One significant factor, among others, in selecting the senior instructor was that he should have uncommon ability in his subject matter area and enough flexibility to bend with the "winds of change". He certainly should not be an instructor who resisted progress by clinging tenaciously to tradition, nor should he be one who looked eagerly toward retirement within the next five years or so. Unfortunately such an instructor was selected at one of the universities, and the program suffered immensely. Vice-Presidents of Academic Affairs and Directors should consider this point very carefully. Another point of consideration of equally great importance is that the instructors should not be selected from that group labelled expendable by the university. Too frequently when colleges or universities embrace an experimental program, they staff it in part with instructors that they consider replaceable or dissident. In such cases the experiment may be doomed.

Fortunately for Alabama A. and M. University, the selection of instructors was conducted so judiciously that the entire faculty remained and functioned productively throughout the "dangerous years" of the experiment. For the first two years, under the original director, and the third year, under a director who had taught in the experiment, the faculty remained the same – no replacements. When two members of the group decided to pursue doctoral studies, the experiment had become firmly entrenched enough not to suffer from replacements. However these replacements were chosen just as judiciously as the original group had been. Such wisdom contributed greatly to implementation at the beginning of the fifth year.

Selection of Students

For the initial academic year students were selected mainly from the list of Upward Bound students admitted as freshmen to the university and randomly from the list of other students submitted by the Office of Admissions. In addition a control group of 120 non-program students were randomly selected. The program students hailed from areas of the country from which the university had not previously received applications. Of the total number of 102, 60% were from Washington, D.C., Chicago (Illinois), Springfield (Ohio), Dallas (Texas), Hartford (Connecticut), Macon and Atlanta (Georgia), and

Detroit (Michigan). The remaining 40% were from small towns and larger cities throughout Alabama.

Before registration, the director scrutinized ACT and SAT scores of the students (102) listed for the program. On the basis of these scores and placement test scores in English, Mathematics and Reading, the students were placed heterogenously in four sections of 25-26 each. As the percentages of admission according to sexes are normally 60% female and 40% male, the distribution within the sections was arranged accordingly. At registration these students were assigned to their classes by the instructors in the program. Each instructor was assigned two sections of 25-26.

Logistics

Due to the nature of the experiment and the fact that the instructors and students must be available for frequent conferences, the director requested that classrooms and instructors' offices be located in the same general area. As a result, a suite of offices and two classrooms in the basement of one of the dormitories were assigned to the director, counselor, and instructors of Ideas and Their Expression (Communication Skills) and Social Institutions (Social Science). Two classrooms and two offices in the science building were assigned to the teachers of Natural Science (Biology and Physical Science) and Quantitative and Analytical Thinking (Mathematics).

This arrangement enabled instructors of Ideas and Their Expression and Social Institutions to plan together, visit classes, exchange audio-visual materials, utilize equipment at any time necessary, and confer with the director and counselor as frequently as possible. Instructors of Natural Science and Quantitative and Analytical Thinking in the nearby science building had the same opportunities in addition to the accessibility of scientific materials housed in the science building.

Time has proved that such an arrangement contributed to the success of the program. Our firm belief is that had the instructors and students been scattered throughout the campus in the various offices, the program would have been engulfed and dissipated through the sheer force of numbers. Also working in isolation to a degree enabled the instructors to share failures and successes, exploring the reasons for

both and through discussion and perseverance convert many of the failures into successes.

Another significant factor was that this arrangement allowed for great flexibility in schedules without interfering with classes in the regular university program. Should the instructors decide to take their classes on a field trip or activity for cultural enrichment, there was no disruption of other classes. Instructors could arrange for small group conferences, which were an integral part of the experiment in these classrooms without the annoyance of conflicts. Instructors and students could also plan and conduct interdisciplinary projects without interruption.

One example of the advantages of this logistical arrangement was the construction and implementation on campus of a project on genetics and reproduction. Instructors and students worked cooperatively in their classrooms on an interdisciplinary approach embracing the four subject matter areas. As an introduction to the project, the Counselor contributed by planning a symposium on "Sex Education". Leading the discussion were a local black physician, a local non-black Unitarian minister, a non-black sociologist from another local university, and a local black housewife. The classes in Ideas and Their Expression explored reproduction pragmatically and romantically by examining literary descriptions of the act of sexual involvement. Students were requested to read excerpts from James Baldwin's Blues for Mr. Charlie, Hervey Allen's Anthony Adverse, Richard Wright's Uncle Tom's Children, Vladimir Nabokov's Lolita, Ralph Ellison's Invisible Man, Jean Genet's The Blacks, and Geoffrey Chaucer's "The Wife of Bath's Prologue" from The Canterbury Tales in order to draw parallels and distinctions among various literary works. In addition, the excerpts were discussed in terms of elements of style, frames of reference and imaginative devices. Out of these discussions grew many ideas for cogent student writing. While instructors in Social Institutions dealt with the social and political implications of the Scopes Trial during the days of Clarence Darrow and William Jennings Bryan, instructors in Ideas and Their Expression arranged for the students to see the movie adaptation "Inherit the Wind". Instructors in Natural Science were discussing excerpts of Darwin's Origin of the Species while pointing out the phenomena of reproduction and genetics. As their contribution, instructors in Quantitative and Analytical Thinking

constructed problems that exemplified the possibility and probability of determining the color of eyes and skin, texture of hair, height, and physical stature of offsprings. This joint endeavor was very successful and illustrated the numerous possibilities for the enrichment of classroom and extra-classroom experiences inherent in cooperative planning by instructors situated in the same area.

The Curricular Experiment at Alabama A. and M. University

On the basis of the three assumptions outlined in the article "Inquiry Centered Teaching" by Dr. Fred S. Humphries and Dr. J. Roland Braithwaite (1972), classes began at the University. As an introductory and motivating device, a unit by Arthur P. Davis entitled "Identity. Who Am I?" was used in all classes. Students explored their identity from the viewpoints of the various subject matter areas: communicatively, historically, sociologically, biologically, and mathematically. At first their reactions to this approach at the college level were those of curiosity, dubiousness, skepticism, hostility and amusement: "Who am I as a communicator?" "Is this teacher for real?" "What connection other than blackness do I have with Frederick Douglass?" "This is for the birds." Questions and comments of this nature pervaded the classrooms until the students began to realize that they must supply the answers. The instructors were merely student guides, no longer authoritarians.

When the introductory unit had been completed, the students were almost convinced that these classes were theirs, not the instructors. On entering the next phase – presentation of the materials constructed by the instructors in Boston that summer – the students were asking questions of themselves and their peers of a more perceptive nature. Some pockets of resistance were still evident but eventually disappeared as the semester progressed.

From this disappearance of resistance to eventual fruition of the original plan, attribution can be credited in part to weekly conferences with the director and counselor (students and instructors), daily planning together by the instructors, frequent visitations of classes by the director, individual and group projects for the students with the counselor, small group conferences of students with instructors (These were for improvement in the subject matter areas), and weekly

orientation periods for all students with the director, counselor, and instructors.

Of course the major instruments for igniting the students' intellectual curiosity were the curriculum materials and methodology. The juxtaposition of the Greek experience with the Black experience, the simplistic with the complex, the ridiculous with the serious, comedy with tragedy, all began to strip the veil of mystery from learning. The absence of dull pedantic lectures, unrealistic writing assignments, intricate scientific experiments, involved abstractions in mathematics, and emphasis on historical chronology rendered learning more palatable. In short the instructors were directing, rather than dictating learning.

However, problems of a more insidious nature were becoming more evident. Non-program instructors and some departmental chairmen were displaying their antagonism and hostility to a marked degree. Such remarks as "Have you heard about the 'Fun and Games' Department?" "What a joke!" "Who couldn't do as well or better with only two classes?" "Thank God they are crippling only a hundred and not the entire freshman class." "I refuse to sit in on any of their classes, even if they send me an engraved invitation." "That program over there." "Did you hear those horrible grammatical errors?"

These instructors and chairmen had been invited to classes and auditorium sessions where the students assembled en masse and performed activities created in the classrooms. Although the non-program instructors ignored our invitations to class visitations, they did attend the auditorium sessions. Some of them were especially critical of an activity centered around Sophocles' Antigone. The students re-enacted scenes in costume from the play first in the standard version and then in their own version written in "hip language" or jargonese. Like most purists and traditionalists, some of the non-program instructors considered the second version vulgar and expressed their vehemence in no uncertain terms. They refused to realize that the transcriptions indicated an understanding and insight that were not normally prevalent among freshmen studying Antigone in the traditional manner. Had these instructors attended the class meetings prior to the performance, they might have realized that Antigone was explored primarily in terms of responsibility—responsibility to authority, others, and herself. (The audience had been informed to this

effect before the performance began). On the other hand the remainder of the non-program group reacted more semantically and perceived the underlying factors in the activity.

As the experiment progressed, departmental chairmen were involved more frequently with the program through weekly conferences between them and the director. The chairmen of the Department of History and Political Science, the Department of Biology, and the Department of Physics and Mathematics, soon became staunch allies. Only the acting chairman of the Department of English and Foreign Languages continued to ignore the program. (He was later asked to relinquish the chairmanship).

Since the non-program instructors refused to attend the class sessions, the program instructors were encouraged to invite non-program students to their classes as observers. This strategy created an advantage for the program. The non-program students began expressing vocally their objections to traditional methodology. Our materials were purloined. Non-program students asked permission to transfer to program classes. And the non-program teachers began to visit our classes spasmodically.

Other strategies that helped were monthly newsletters from the director to the entire teaching staff, faculty meetings at which various program instructors would demonstrate an activity or an assignment, and the loan of audio-visual equipment and materials to receptive non-program instructors. The most effective strategy was an agreement between the director and departmental chairmen for program instructors to increase their teaching load by teaching two additional sections of non-program classes using program materials and methodology. With the increase in student enrollment in non-program classes, such an agreement was welcomed by both non-program instructors and departmental chairmen.

In addition to enlisting the aid of departmental chairmen in the continuance of the experiment, the director enlisted the aid of the President and Vice-President of the university. Frequent conferences with both and regular progress reports kept them apprised of the tempo and direction of the program, and also paved the paths for implementation. As the Vice-President was chairman of the Curriculum Committee and the director as a member, curriculum change could be defended with some authority. As the President was chairman of the Executive

Council and the Vice-President a member, the director had two knowledgeable allies when he presented his arguments for implementation.

Implementation

Implementation of the experiment was begun with the adoption of the Thirteen-College Curriculum Program by the Executive Council of the university as the General Education Program for all freshmen entering Alabama A. and M. University in the fall of 1971. For facility of operation, the Vice-President of Academic Affairs created the Freshman Studies Program with a Director of Freshman Studies handling registration, orientation, and counselling and a Director of Freshman Curriculum handling scheduling of courses and all problems pertaining to curriculum. The Director of Freshman Curriculum constructed detailed plans for each subject matter area and mailed them to the instructors during the summer prior to implementation. Conferences with these teachers were held in Boston at the Summer Conference and on campus two weeks before the fall semester to clarify any misunderstanding. At the on-campus meeting coordinators for each discipline were appointed. The duties of the coordinators were as follows:

1. Confer weekly with all of the instructors in your discipline on procedures, problems, success, failures, etc.
2. Plan each week's assignments and activities at weekly conferences.
3. Visit classes and report to the director as often as necessary.
4. Refer orders for materials and equipment to the director's office.
5. Apprise instructors of current literature, events, and materials that may be used in classes.
6. Compile a progress report for the director at the end of each semester.

Implementation can be described best by referring to the Freshman Curriculum Report, Fall Semester, 1971-1972.

FRESHMAN STUDIES PROGRAM

(Freshman Curriculum Report, Fall Semester, 1971-72)

Scheduling

During the winter of 1970, a schedule for the Freshman Studies Program at Alabama A. and M. University was constructed. Accommodating approximately 650 students and encompssing seven disciplines–biology, English, history, mathematics, military science, physical education and physical science–the schedule exhibited an organizational pattern which should have facilitated registration and solved the problems that usually confront freshmen.

With the exception of military science and physical education, the disciplines were scheduled for four confrontation hours per week. Three disciplines–English, mathematics, and history–were divided into twenty sections each. Biology and physical science into ten sections each. Since the majority of the males were required to take military science, seven sections of military science and of physical education were placed opposite each other. In addition five sections of Physical Education 104 were included for the excess of female students, and two sections of Physical Education 102 for males who were entitled to exemption from military science. The confrontation hours for military science and physical education remained unchanged.

This pattern of scheduling insured equalization of the numbers of students within the sections of the seven disciplines. The total number of freshmen could be absorbed by assigning thirty to thirty-three students to each section. With the approval of the registrar's office, registration cards were stamped and partially completed for all freshmen whose names appeared on admission rosters. Painstaking efforts were made to insure no conflicts within the seven disciplines. In order to achieve equalization of numbers within sections should manipulative tampering distort the framework of the schedule, four sections each of biology, English, history, mathematics and physical science were scheduled at the same hour. Thus, shifting of students within a time slot would not create conflicts. All students were scheduled for the general education courses only; however, allowances were made to include one major course for those declaring a major. The

stipulation was that no student would take more than seventeen semester hours. Students not declaring majors would take no more than fourteen semester hours. Although the rationale for such scheduling is obvious, the soundness of it will be shown later in this report.

Registration

Prior to the day of registration, sixty-five advisers were given instructions stemming from the scheduling. Each adviser was assigned approximately ten students whose registration cards had already been filled out as far as the seven disciplines were concerned. As previously stated one major course or a major requirement could be added to the card.

Among the numerous problems that developed were conflicts of time with major courses; unauthorized changes of basic courses by upperclassmen, student helpers and departmental members; irregular requirements of basic courses by some departments or schools; unreasonable insistence by students and members of departments that freshmen take eighteen and nineteen semester hours; and conflicting changes made in the previously constructed physical education schedule. As a result, registration was much more chaotic than anticipated or necessary.

Nevertheless, students were finally assigned to classes. Those sections containing larger numbers of students than originally planned, were equalized in size by shifting students within the various time slots. Each section of the basic courses contained approximately thirty students. Each teacher was allotted four sections in most of the disciplines. With the discontinuance of remedial classes in English and mathematics, the teachers must have smaller classes and fewer sections in order to successfully apply compensatory techniques. Unfortunately, due to the depleted number of faculty, some teachers of history and mathematics were assigned two sections of their disciplines plus three sections of upper-level courses; therefore, students in these sections did not receive as much individual attention as those in other sections.

Class Attendance

With the discontinuance of non-compulsory class attendance for freshmen, it was necessary to provide checks and balances to insure

optimum attendance. Each teacher of freshmen reported the names of any students who failed to attend class three or more times during the first half of the semester. The Director of Freshman Curriculum immediately requested an audience with those students for an explanation. Many of the explanations were valid, centering around illness and emergencies at home which were subject to authorized excuses. During the second half of the semester no reports on attendance were necessary.

An additional outstanding factor that accounted for such attendance was the type of motivation used within the classes. With few exceptions, the classes were mainly student-oriented; the materials used were more pertinent to student situations and experiences and, therefore, much more palatable.

Instruction

The instructional pattern embraced the following student goals:

1. To develop facility in the analysis and interpretation of qualitative and quantitative data from a variety of disciplines.

2. To develop a critical, skeptical, and questioning attitude toward all sources of information, i.e., from authorities, from teachers, from the printed page.

3. To move students toward initiating their own learning activities over material which goes beyond or differs from that assigned in classes.

4. To have a high volume of verbal participation of students in classroom sessions based, however, on an adequate knowledge of the topics under study.

5. To have students read a variety of books and magazine articles in the four fields which may be in greater volume than in the regular curriculum.

6. To have the students capable of demonstrating, at the end of the freshman year, knowledge and skills in the four fields that will be acknowledged by the peers of the teachers as adequate or superior to those of former freshmen of previous years.

Materials

In the five basic courses—biology, English, history, mathematics, and physical science—no formal textbooks were used. Instead, student manuals, paper backs and mimeographed or xeroxed excerpts from various sources served as the major avenues of reference. In addition, pre-selected films, filmstrips, recordings both tape and disc, and library references supplemented these materials.

Under a thematic umbrella, these materials were distributed throughout the semester in such a manner as to achieve the student goals mentioned above. Frequent augmentation of these materials was made from all phases of media, especially emphasizing current events and pertinent situations both black and non-black being re-enacted throughout the world.

In addition to the intrinsic value of the materials, a salient extrinsic value was apparent: the cost to students should not have been as prohibitive as that of formal text-books. Unfortunately, the manager of the bookstore inequitably increased the cost of some of the materials through his mark-up. A most frustrating example was increasing the cost of a laboratory manual in biology 100%— a wholesale price of $2.50 to a retail price of $5.00. The explanation for this particular case was that the air-freight charges of $160 for 300 copies necessitated such a mark-up. One can plainly see that the difference or profit on this particular shipment is approximately $600. Operating costs notwithstanding, such a profit is usury. Now the students are rebelling against purchasing the additional shipment ordered for the second semester. Except for a few other isolated instances, most of the other materials received a more equitable mark-up.

Evaluation

In evaluating the effectiveness, pro or con, of the first semester, the Director of Freshman Curriculum found it necessary to make a

number of surveys of our present freshmen. The first survey dealt with student placement scores on the Purdue Placement Test in English. This test was formerly the instrument for determining the students who must attend remedial classes. In this survey, 512 freshmen were tested. The highest possible score was 195. The cut-off score was 90. From this total of 512 freshmen, 221 or 43% fell below the cut-off score, ranging as low as a score of 51.

As of last year, 1970-71, these 221 students would have been distributed throughout a number of sections of remedial English. As of this year, this same group of students was distributed throughout the twenty sections of Communication Skills 101. With a variety of relevant materials, various innovative techniques of instruction, built-in compensatory techniques instead of remedial, individualized instruction in basic skills, and conscientious teachers, only six of these 221 freshmen failed Communication Skills 101, a little less than 3% of the number below the cut-off score and 1/10 of 1% of the total number taking the test.

Another survey involved 522 freshmen and their scores on the Mathematics Placement Test. The highest possible score was 140. Our scores ranged from 137 to 26. Using last year's cut-off score of 70, we discovered that 251 students or 48% fell below this cut-off score.

These 251 students would ordinarily have been placed in remedial classes, but this first semester they, too, were distributed throughout the twenty sections of Fundamentals of Mathematics 101. Out of 251, only fifteen failed the course. Please note here that some of the teachers of mathematics were burdened with five sections and approximately 200 students. (Very few chances for meaningful individualized instruction.) Yet the percentage of failure was approximately 6% of the number below the cut-off score and 3% of the total number taking the test.

In a survey of 630 students in World History 101, there were eight failures. Three of the six teachers carried a load of five classes. (Again an obstacle to meaningful individualized instruction.) In the Survey of Biological Science 101, six teachers were sorely hampered with 578 students—included were sophomores, and upperclassmen—where there should have been 325. Of this 578 approximately 80 freshmen failed. In Survey of Physical Science 101 with approximately 300 students enrolled, there were no failures.

Significantly, a survey of the Academic Probation List disclosed that from a total of 305 students who made the list, there were 45 freshmen, approximately 15%. A review of the Academic Probation List of the first semester, 1970-71, disclosed a much higher percentage of probationers among the freshmen, approximately 40%. Using as a total freshman enrollment the number 630, which includes upper classmen who had either failed some of the courses last year or refused to take courses in their proper sequence, our survey discloses that approximately 7% of the students enrolled in the Freshman Studies Program of 1971-72 made the probationary list.

In conferences with the teachers (29) of the Freshman Studies Program, many were disturbed at such low percentages of failure. Their fears centered around such accusations as overly generous, "padding," and dishonesty. In fact a number of the teachers reevaluated their students before submitting final grades, fearing they had erred in the first evaluation.

Many teachers were further disturbed because they could not pinpoint any one reason for improved student performance. However, they finally agreed that many factors—a structured framework of scheduling, a student-oriented program, motivational devices, innovative materials, more modern methodologies, smaller classes, fewer sections and a minimum number of semester hours taken by the students—contributed greatly.

Our final survey involved the 45 freshmen on the probationary list. Since we had emphatically insisted that freshmen take no more than seventeen semester hours—a preferred minimum of fourteen—in order to free them for as much individualized instruction as possible and to enable them to comfortably concentrate fully on their basic courses, we surveyed the probationers according to the number of semester hours taken. Of the 45 probationers, 30 took seventeen to nineteen semester hours, 67% of the total; the remaining fifteen took fourteen to seventeen semester hours, 33%.

These percentages say rather clearly that as long as our placement tests indicate almost half of our freshmen are sorely in need of remediation, and remedial classes have not been the best solution in the past, such contributing factors as smaller classes, fewer sections, a minimum number of semester hours, student involvement, etc., are necessary. They say further that freshmen declaring majors their first

semester should be scrutinized more closely by departments that insist on such a declaration. In fact by not insisting on all freshmen taking seventeen through nineteen semester hours, those departments may gain and retain more and better majors later.

One telling point that should not be ignored is that it is not necessary for failures and attrition to continue at Alabama A. and M. University on the high level they have formerly occupied. Last year's survey indicated that more than 50% of the student body was failing in at least one course with the percentage of freshmen almost as great; while surveys of past graduating classes have indicated an attrition rate of approximately 60%.

Although this report has dealt mainly with the average and below-average students, the same contributing factors have applied to the above-average. In addition their superior abilities have been utilized in various ways that have benefited all three groups. The next report will explore the techniques used and survey various facets of their performance.

Recommendations

Based on the experiences and findings from the first semester of the Freshman Studies Program at Alabama A. and M. University, the Director of Freshman Curriculum and faculty make the following recommendations:

1. That future scheduling of classes become a concerted effort of the Director of Freshman Curriculum and departmental coordinators, or chairmen, especially of those departments whose requirements may create conflicts;

2. That all basic courses—biology, English, history, mathematics and physical science—be scheduled for four confrontation hours, with semester credit of four hours instead of three;

3. That scheduling be so constructed that sections of each discipline contain a maximum of 30 students;

4. That all teachers in the program be assigned no more than four sections;

5. That all freshmen be scheduled for basic courses and military science or physical education, only, for the first semester;

6. That only qualified freshmen be allowed to select a major for the second semester;

7. That all admitted freshmen be scheduled in absentia during the summer;

8. That all changes made on a student's schedule or registration card be authorized by departmental coordinators or the Director of Freshman Curriculum;

9. That freshman advisers adhere religiously to the stipulations of scheduling and registration already agreed upon;

10. That, after the summer of 1972, the five basic courses be offered during the fall and spring semesters only;

11. That all advisers and departmental members inspect student's programs regularly for proper sequential order of basic courses;

12. That freshmen declaring majors for the second semester confer often with their major department and the Department of Freshman Studies as to problems and progress;

13. That compulsory class attendance for freshmen be retained;

14. That materials sold from the bookstore receive a fair and equitable mark-up;

15. That all teachers of the Freshman Studies Program meet monthly to discuss problems and progress and that all teachers of each discipline meet weekly to plan for and discuss class exercises and strategies;

16. That the Freshman Studies Program continue in its present state—methodologies, materials, philosophy, and goals—for all freshmen entering Alabama A. and M. University.

Reference

Frederick S. Humphries and J. Roland Braithwaite, "Inquiry-Centered Teaching", Curriculum Change in Black Colleges II. Institute for Services to Education. August, 1972, p.58.

A CASE STUDY OF IMPLEMENTATION OF CURRICULAR INNOVATIONS

Valeria P. Fleming

Fayetteville State University, the second oldest state supported institution of higher education in North Carolina, was for more than 80 years a teacher training institution whose specific mandate was to train elementary school teachers. By a legislative act in 1959 the charter of the institution was revised to provide the expansion of the curriculum to include majors in secondary education. In 1963 (less than 10 years ago), the institution was authorized to grant the B.A. degree. Effective July 1, 1972, it became a constituent of the 16 campuses of the University of North Carolina.

Its student population, of some 1650 students, comes from all over the state of North Carolina. However, at least 80% of the student population comes from the Eastern Division of North Carolina. Its students basically are black students from the rural and semi-rural areas of the Eastern part of the State, with more than 70% of them coming from families whose total income is less than $5,200 per year.

I indicate this type of information simply to point out that Fayetteville State University is basically the same kind of institution as many of the other institutions represented here.

Being the only public 4-year institution of higher education within the second largest urbanized area in the state and lying within a very large sector of North Eastern North Carolina, the institution sees its mission as one of total service to the area.

In 1968 the faculty of Fayetteville State University engaged in an intensive self-study. Over a 2-year period of this study, it was recognized that teaching procedures and curricula then in use were in need of revision. May I give some excerpts from evaluations and recommendations resulting from that study.

Evaluation:

1. The teaching procedures now in use stand in need of reevaluation and improvement. Even though some use is made of newer teaching methods and techniques, the practice is not widespread enough as the more typical mode of

instruction continues to rely upon more traditional types of presentations.

Recommendations:

1. Courses in core should be studied by faculty and students with outside consultants..... (content and organization should be constantly reevaluated.)
2. Additional techniques for improving instruction should be explored.
3. Requests by students that subject matter content and curricular programs in general bear greater relevance to their needs and lives should be honored.

The institution interpreted these evaluations and recommendations as indicating a need for curriculum reform throughout the University. It was in this type of setting that the administration became acutely interested in innovations in higher education curricula. Not just innovations for the sake of innovations, but innovations which would (1) provide a college degree granting experience more attuned to the needs and aspirations of its students and innovations which (2) would serve as a catalyst for motivation and actuation for faculty and student reassessment and curriculum development.

With this type of reference point, the administration became interested in the Thirteen College Curriculum Program (TCCP). Investigations were made of the validity of the program and of its worth as indicated by the experiences and results in the 13 original institutions (acutally there were fourteen institutions).

In the fall of 1968-69 the TCCP was initially presented to the faculty at its fall faculty conference. This presentation was directed toward providing information as a basis for consideration and as an impetus for the faculty to think seriously about implementation of its own self-study recommendations. Over a period of 1½ days, several group discussions were held on the program and its curriculum.

During the 1968-69 academic year, a team of faculty representatives visited campuses where the program was in operation.

In the spring of 1970 the academic administration began investigating the possibility of F.S.U. becoming involved through Title III and

the Institute for Services to Education (ISE) in TCCP. The ideas of participation were presented to upper level administrators and received approval.

In the summer of 1970, F. S. U. requested and received permission to use some unobligated money to send a cadre of faculty to the summer conference in Boston, Massachusetts, as observing participants. Note that this was prior to the time that we became officially involved in the program on our campus. All of the basic curricular areas of the freshman year were represented in this group. Upon our return to the campus that fall, the faculty conference centered around assessment of college curricula and addressing the faculty more directly to the needs and demands of the students and of the times. Highlights of the faculty fall conference were: (1) reports from summer conference participants, not with the idea of selling the program, but with respect to their understanding of programs in the areas which they represented and their impression of it; (2) presentations made by Dr. Van Allen of TACTICS, a closely allied organization-subsidiary; and (3) presentations by Dr. Edward Brantly who was at that time the Coordinator of TCCP.

During the year, representatives to that previous summer's conference discussed and shared materials in their respective departments and in fact did try on a small scale individual basis some of the pedagogy of the program. Also during that year, meetings were held with faculty and with departmental chairmen in which the feasibility of using the program was discussed and approval was given.

A proposal was written and submitted by the institution and upon funding, F.S.U. became a participating institution in the Five College Curriculum Innovative Thrust (FCCIT). As a result of this, F.S.U. placed its total 1971-72 freshman class in the FCCP.

The decision to initially involve the total freshman class was basically an administrative decision. It was based on the premises: (1) That the general education was the logical place to initiate a change within the institution that would foster continuous evaluation and development of new attitudes toward creativity and innovations in teaching. I cannot over-emphasize the point that one of the objectives that we had as an institution was to initiate total curriculum reform beginning with general education innovations. (2) That TCCP was no longer an experimental program having been tested and validated by experimentation with more than 7,000 students over a 4-year period in some 14 predominantly black institutions. (3) That if the program had

been proved to be an effective improvement in general education for 200 students it was in fact unfair to deprive a comparable sample of 200 students of the same academic advantages built into the program. In other words, if it's good for 200 students why was it not also good for 400 students. (4) That presumably developing a positive attitude toward change in academia at the general education level would provide a healthy and viable climate for changes at the upper level or departmental levels.

In 1971, nineteen faculty members were sent to the summer conference. This group included 1 departmental chairman, 2 area chairmen, 2 senior professors (i.e. by rank) and other tenured professors. Only 3 of these were new in terms of years of service to the institution. Upon returning to the campus that fall, the FCCP and the institution made an intensive effort to familiarize the University and its allies (i.e. alumni, community constituents, governing agencies) with detailed information on the program. We used several means of doing this:

1. A large portion of faculty conferences centered on more specifics of the implementation of the program.

2. Demonstrations and discussions were given to the total faculty.

3. Individual departments also had small workshops.

4. We invited Dr. Fred Humphries to be a key speaker for that conference with the intent of setting a tone for curriculum change.

5. Extensive written explanations and descriptions of all the courses were distributed to all departments in the institution.

6. We tried to do extensive media coverage including news releases, alumni bulletin, student publication, bulletins, brochures, bulletin boards, and a printed booklet referred to as Fayetteville State University Five-College Consortium Program.

7. We strategically located the program center. We did not want the program to be looked upon as a small entity in a corner of the

campus. We located it in the mainstream of natural flow of students and faculty.

8. We presented a university assembly at which Dr. Blake was the featured speaker. The target group was the student body. We followed this with special sessions with Dr. Blake and middle level academic administrators, key faculty, SGA leaders, and students generally.

9. The program, since its inception has enjoyed open acknowledgment and support from the administration. This is perhaps the key to any total implementation process. Until you can know with assurance that your program is supported by the administration, the program will be somewhat insecure and this insecurity will show in the way the implementation process on your campus is handled.

   Another very important factor to be considered in implementation is that of making provision for the person who is responsible for the implementation and administration of the program to have input into and the advantage of the deliberations of most of the major decision-making and action committees and councils of the University.

10. On our campus, via the director, we have input into the Admissions Committee, Registration Committee, Orientation Committee, Teacher Education Council, Academic Affairs Council, University Senate and invited participation on the Chancellors Cabinet. These are the places where many of the non-program chairmen and other faculty get into deliberations that concern the program implementation. If there is not input from the program at these times you are deliberately either before or after the fact.

In addition there was provision for input into presentations, either directly or indirectly through the Chancellor or other persons, to the governing boards for the University System and the Budget Committee, as a means of beginning to get in line for a way of handling the program after the federal grant for the program has expired.

With this type of introduction to the program, the Five-College Consortium Program was initiated on the F.S.U. campus in the fall of 1971 as the general education program for the freshman class. (It experienced a very successful first year). The 1972-73 program has built on that foundation emphasizing more and more that the program is not an entity within the University but is rather the mainstream through which flow the major resources brought to our campus for development in areas of specialization. This is an important impetus. Our faculty generally feels more confident this year in its use of the TCCP curriculum and pedagogy and we are seeing several instances where faculty members are becoming more creative in their classroom activities.

The 1972-73 academic year for the Fayetteville State University Five-College Consortium Program officially began in August with 33 teaching faculty, 2 counselors, one director of tutorial program, one reading specialist, one full-time secretary and a director of the program. The program enrollment included 536 new freshmen and 348 sophomores, plus 130 other students classified as continuing freshmen, transfer freshmen, or returning freshmen. Those 130 students were irregular in their progress rate and in most instances took two or more courses at the freshman level and perhaps one or more sophomore courses in the program.

All freshman level courses carry 4 semester hours credit and sophomore courses carry 3 semester hours credit. Our philosophy requirements presently include only one 3 semester hour course.

Because we admit new students to Fayetteville State University and thus to our general education (FCCP) program each term, it is necessary to provide some continuation of each course each semester. This has necessitated additional staffing for us. As a result of this, the faculty increased in size to 38 for the spring semester. Many of these were already employed by the institution in various areas and became a part of the program. I feel that it is noteworthy to indicate that 80% of our FCCP teaching faculty also teach at least one non-program, upper level course. Because of this, we have a sort of unconscious carry-over of the ideas of change in the teaching-learning situation. We have had many expressions from teachers in the program who teach non-program courses, which indicate that once they have understood the basic philosophy and methodology of teaching the program, they refuse to return to traditional methods of teaching those upper level courses.

Consequently, we are getting some overflow of attitudes without an obvious attempt to do so.

Personally, I feel that it is the feeling of our institution that given our major objectives to reform curriculum of the total institution, it is advantageous for us to have this type of relationship in program and non-program courses rather than an autonomous situation. In addition it serves as an excellent communication route to other departmental members outside the program, through several media: (1) It allows an interchange with the non-program and program teachers that does not immediately identify that non-program teacher with something that he does not wish to be identified with. He begins to get the results of the change and yet he does not have to be tagged with a label that he is not quite ready to accept. (2) It also has an advantage for us in that it puts us in contact with upper level students that we could not reach in other ways. For us, the program is 2 years old so we have our entire junior and senior classes who have had no actual experience with the program and who, at times, may have had some difficulty in understanding exactly what the program was all about. We felt it important to have some avenue also to help these students understand what it was we were attempting to do and by what process we were attempting to do it. With the contact that teachers and students have from non-program courses that emphasize program philosophy and techniques, we have been able to see tremendous gains along those lines.

Twenty-three percent (FTE) of our faculty are holders of the doctorate degree. So we are not just involving junior professors. If we are to have a viable change it is very necessary to have senior as well as junior professors involved.

With the very bold initial step that we took, we had looming before us very large problems of faculty training. We feel that it is significant that 70% of the faculty has had one summer conference experience, and 89% has had one or more mid-year conference experiences. We have tried to reinforce the summer conference and consultations with the training programs assigned by the assisting agency.

Each faculty member is still assigned to a disciplinary department and maintains office space within that department. Classrooms for program courses are assigned generally in the same area in which other courses in that discipline are assigned. There are some exceptions to this due to a limited amount of classroom space. The advantage here is that it

allows some observation opportunities for faculty who do not yet wish to make special efforts to see what is going on.

The average class enrollment for program courses is 33 students. The key to the success we have had with large classes lies solely with the professor.

In many instances classrooms are smaller than desired for the size classes conducted in them. This problem is not unique to program courses, however, since FSU has been unable to build academic buildings consistent with its growth rate and enrollment pattern during the last few years. We are, of course, encouraged by plans already underway for new facilities in which the general education program has a vested interest.

Curriculum Reorganization

When we initiated the program the first year, the only freshman course which carried 4 hours credit was the natural science course. This was already a practice of the institution so we had no problem with that. However, we initiated the program using 3 hours credit the first year, with the understanding that we would work during that year toward a possible reorganization that would allow us to go to a 4 hour credit per course the following year. The reason we were not able to do so the first year was because at Fayetteville State University we have formed a practice of asking students to determine a major when they enter the University. Concurrent with that was a series of curricula for major departments that required that they had to have their students and start teaching them in that major program the very first semester that they enter the University. With this type of situation, 4 hours credit plus all of those first semester first year major courses which had been required, created an impossible course load for students. We worked with the departmental chairmen during the year and they of course, in turn, worked with their departments. We were able to have approved by the end of the year, reorganized curricula in all departments, with a few exceptions, that left the freshman year entirely free of major courses. We have some exceptions, as I indicated, and we still have a bit of a problem with the area of music. Basically it is the performing departments that we have the most problems with. Foreign Language is another area which feels that they must have their students initially. The Natural Science, to my dismay, still clings to the idea that

their majors need to go into specified science courses the first year. We are still working with that problem. This represents a relatively small percentage of our freshman enrollment. We are currently looking at the possibility, as a matter of policy, of having a student declare a major in the second year. What this amounts to now, is that the student simply indicates an intent when he enters the institution but he does not move into a major program until his sophomore year.

Where we had situations with science and music, we made concessions in the basic model so that the student would take possibly 3 courses of the freshman curriculum during his first year. He would pick up the fourth course during his sophomore year along with the other two courses in the program. One of the things used to advantage was the fact that departments were not really losing hours credit by changing the curriculum in this manner. As a matter of fact they were gaining more leeway in the way they handled their curriculum program. They were simply pushing it in a 3-year pattern rather than putting it in a 2-year pattern. (e.g. prior to this time our credits per degree included 51 semester hours credit for general education. We now require 44 semester hours for general education, which leaves some additional flexibility in what a department might leave open for either electives or professional courses, or for enrichment in the specific major program). Using this as a major thrust, we were able to work with most of the departments.

With reference to organization, I might point out that the other factor that we have seen as being a thrust for getting teachers involved in this program and seeing an overflow into upper level curricula, hinges around the area of creativity and initiative in the whole teaching-learning process. As an example, we are aware presently of two teachers who are extremely interested in writing materials for publication and are well on their way in this effort. We have teachers in the program who teach the methods courses in teacher education in various disciplines. We have found that they are carrying basically the methodology of the program into the methods courses because they have found that the students are more effective in the classroom if they learn to use a pedagogy similar to the one that we have used in this program.

We have teachers in our program involved in the competency-based teacher education study which is occurring. North Carolina, like many other states, is very rapidly preparing for implementation of a

state-wide competency-based teacher education program. The teachers who have worked in the program and who are also working in this area, after attending several meetings and looking at much of the material on competency-based teacher education, expressed quite loudly the fact that our basic general education program is a natural foundation for a performance-based or compentency-based education program because in this program the students actually begin to get experience in performance-based evaluation and performance-based learning situations and production situations. The same thing is true for some persons in the program who have become interested in and involved in urban studies. Again, they see a very close relationship between what occurs in the basic program of general education and what might be developed in various urban study type situations. These kinds of things are instrumental in helping to sustain the basic thrust of this program in an institutionalized framework; regardless to whether it is called FCCP or F.S.U. General Studies Program.

Within the disciplines we purposely organize a coordination component slightly different from the model that has been presented, but for us it has been reasonably effective. In each discipline we have a coordinator. Within the discipline we work very stringently toward coordinating course content, course outline, that is considered minimal; for example during summer conference our teachers are asked to prepare together a core outline for a given discipline which includes what they have agreed upon as the minimum requirements of that course. This is followed then by an individual outline by each teacher in the program where he specifies the kinds of creative and personalized things that he will do in his course that add his own flavor to the course. Recognizing that a viable part of this program impact is flexibility and initiative on the part of the professor, we try not to stifle these attributes. To do so would cause us to lose a tremendous gain, taking us back to our starting point.

Within the disciplines there are regular sessions in which materials, problems, successes and failures are discussed, even problems with reference to students. Included in those disciplinary discussions are members from the supportive services. We require that the coordinator as well as the director maintain a very close communicating relationship with the departmental chairmen. We think it is important that this coordinator engage in communication with that departmental chairman about what is going on in those first year and second year courses. It is

just as important for that to happen as it is for the director to communicate with the departmental chairmen because that departmental chairman sees what comes to him from two different view points. And we are willing to gamble on the chance that we will be more effective if we have this type of situation than if we try to do it all through middle-level-administration type of communication system. We also try to coordinate interdisciplinary concerns through regularly scheduled staff meetings where everybody is involved in problems that are associated with the total impact of general education, the specific problems of a discipline that relate to other problems of the discipline, etc.

We have in our program certain built in supportive services. This was done with the inception of the program. These supportive services include a reading component, a counseling component, and a tutorial component. I would like to very briefly describe what we have done with these supportive services on our campus.

Our basic philosophy for reading is that "everyone can improve his reading ability" and that everyone should have the opportunity to improve his reading ability. So we have dispensed with a practice that we had previously on our campus of testing students and placing them according to test scores in reading ability situations. We have had what we called at one time a remedial reading program and we have had what we called a developmental reading program. The terminology, I think, is not really important. It is the concept, the philosophy, the attitude, that you develop that makes this a very important thing with reference to reading. We simply call ours reading improvement.

We initially provide through our reading specialist, a basic written-in exposure in reading to our entire freshman class. We write into their schedules six required lessons that have been specially structured and designed to introduce to students the kinds of things that they can do to improve their reading abilities and to enhance their studies. The lessons also give them some basic study skills in addition to simply motivating them. This is the key to what we try to do in our reading program. We try to motivate them to want to improve their reading because it has been our experience that making them engage in reading without the initial individual motivation just does not work. This initial thrust is followed by voluntary small group and individual reading courses which are scheduled according to the student's schedule and the availability of the teacher. In other words, we do not have a set

schedule for them, we have to develop that schedule as the student becomes interested in improving his reading on a follow-up basis. Now, we do have some problems with that; it means that we have to do a very strong motivational thing, and it means that our reading specialist has to be involved in recruiting. However, we have been pleased with the results we have received. For example, last semester half of our initial freshman class voluntarily continued these small group reading classes. We do not know what we would have done if the entire class had decided to do it because our reading specialist can do only so much. We were pleased that we had this kind of interest and follow-up. We have continued to gather data for the past two years to support the type of thrust that we have taken in reading.

Our counseling program, we think, is a very viable one. We try very hard to identify our counseling approach as an academic counseling approach. We have only two counselors with a very large freshman class and a sophomore class. So we have not been able to do the ideal thing with reference to that personal contact with students and counselor-student ratio. What we have developed this year is a peer-counseling system which we have tried on an experimental basis and which seems to be working very well. The peer-counseling concept structure consists of our basic program counselors, and two teams of upper level students who have been trained or have had some initial training in the behavioral sciences. They come generally from sociology majors, or from educational psychology majors, or in some instances, history majors are involved. They have been screened and have been approved by various components of the institution. They go through an intensive training session conducted by the counselors.

The whole idea is to let these peer counselors help set up the communication system between the counselors and the 500-600 students that the two counselors are trying to reach. Each peer-counselor has a small group of students that he accepts complete responsibility for with reference to using specific counseling techniques which he learns to open the student up, to find out what kinds of problems he has, to get him channeled to the counselor if he has specific academic problems or other problems, to just provide for him an outlet that is going to release some of the inhibitions that might keep him from doing academically the kinds of things that we would like to see him do. The peer counselor does not attempt to solve these problems or work with them. He simply serves as a medium for getting the problems to the counselor. We

have built into this some other things that we are working on. One, the peer-counselors are under work study and this helps some. We have a specific job description that they must comply to and it has been set up so that there are no problems with that. We are also working on trying to get their experiences recognized as a viable kind of internship experience or clinical type of experience at an undergraduate level in certain kinds of behavioral science activities. Of course, we are still working with the departments involved in that. We are also working on possible follow-up experiences during the summer in other institutions, not necessarily educational institutions, that have the same kind of required training and will give the student additional experience. What we have found is that with the description of what the peer-counselor must do and the kinds of skills he must develop, he makes a good potential applicant for some of these positions.

The third supportive service that is built into our program is the tutorial program. Our tutorial program is structured so that it uses student tutors. However, we try to coordinate the direction of the tutor with that of the faculty in the program. The tutors are majors in a specific department. They have been recommended and cleared through the departments as being capable of being tutors. They have been screened by the director of the tutorial program as having not only the knowledge but also having the ability to relate this knowledge to students who are in need of help. Each tutor, then, is assigned to a faculty member and is required to be a part of that classroom setting at least two hours per week. The purpose here is threefold: (1) this is a means of helping our upperclass students understand what goes on in the FCCP classroom; (2) it is a means of getting a specific kind of tie-in with the classroom session, so that the tutor is more aware of what the instructor is doing, of what the instructor expects of the student, and of what the specific weaknesses are in that particular unit of work as far as the individual students are concerned; and (3) it is a means of determining how, with some direction from the faculty member involved, the tutor can best assist the tutees that he meets in follow-up sessions in our University Studies Center.

The Director of Tutorial is considered a part of our staff. We think that an important factor in the success of our program is the close relationship, both working and logistical, between these supportive services. We are presently situated so that our tutorial director, our reading specialist, and our two counselors are constantly in contact

with each other, and problems that develop with students are only a few minutes away from all of these supportive services. They do engage almost constantly in combining their efforts to help work on any problems the students might have. They work with the faculty, the individual student, and the director. They also move into other areas. (Again this is a means of getting into those upper level areas because we do not restrict their services just to our freshman program.) The director requires from the tutors very specific information concerning what goes on in the classes. She requires plans from the tutors and follow-up reports from both tutors and tutees.

I have presented for your consideration a model for implementation of curricular innovations which has been used with success. May I offer one final suggestion: as you plan for implementations in your institutions, remember that true implementation is an extended process. After the initial effectuation of the innovations, there must be a continuous reassessment, updating and modification. The efforts and impact of your innovations may otherwise become languid.

PERFORMANCE-BASED INSTRUCTIONAL PROGRAMS: A REALISTIC APPROACH TOWARD DEVELOPING AND IMPLEMENTING

Andrew L. Roberts

The instructional programs that we are offering now at the level of four-year colleges are being seriously questioned by everyone who is connected with them in one form or the other. It is especially true in the case of the legislators who hold the purse-strings and who have begun to demand a dollar's worth of performance on the part of the student for every dollar invested in higher education at this level. Proponents of educational accountability believe that it is possible to quantitatively measure the "change in learning" in terms of performance exhibited by the learner and if the output exhibited by an institution of higher learning is not worth at least one dollar for every tax-dollar invested in the institution, then such an institution does not have a prima face claim to exist. Consequently it is now incumbent upon the administration and the faculty to quantitatively demonstrate that the products sent out by their institution can perform the specific tasks to an extent and degree to which their institution had been claiming and which has not so far been challenged and put to any test. This is especially true in the case of predominantly black colleges and we have to get ready to satisfy the accountability test in order to ensure our existence. The institution of performance-based instructional programs at our various campuses can help us to prepare for meeting accountability criteria. Various other benefits will accrue from implementing this type of program and I shall refer to these at a later stage.

The concept of performance-based instructional program is a relatively new phenomenon. At present some schools have implemented it towards improving their teacher-education programs. In fact many states have introduced new criteria for the certification of the teachers and performance is a very important ingredient of the new schemes.

Performance-based teacher education (PBTE) has been conceived with a view to bridging the gap between theory and practice about which all of us have heard a lot while carrying our professional duties. The United States Office of Education (USOE) also encouraged this

movement by providing funding for developing model types of programs. The American Association of Colleges for Teacher Education (AACTE), through its committee on performance-based teacher education, has conducted surveys and issued reports about their membership who have been operating performance-based teacher education. Some educators refer to PBTE as competency-based teacher education (CBTE) programs and this disagreement is just a matter of terminology. There is no disagreement in approach or theoretical framework.

The theoretical framework of PBTE is essentially based on systems approach to a program design. A system consists of sub-systems. A system must specify program goals and performance objectives. It analyzes and distributes functions among its sub-systems. It has the components of quality control built into it and it modifies and adjusts continuously on the basis of the feedback that it gets continuously.

According to a report published by AACTE, a PBTE may have the following sub-systems:

(a) The Selection System: A system which provides for selection of individuals participating in the program—student, faculty, administrators, etc.

(b) The Support System: A system providing for psychological, financial, technical and physical plant support for the development and implementation of innovative programs.

(c) The Control System: A system providing for a decision-making component.

(d) The Organizational System: A system providing for an organizational component with regard to programs, personnel and time element.

(e) The Instructional System: A system providing for content, instructional strategies and staff.

(f) The Linkage System: A system which provides for interaction among organizations and individuals.

(g) The Management System: A system which provides for operation and monitoring of program, student and faculty.

(h) The Cybernatic System: A system which provides for feed-back about the program, the product, the instructional materials and the staff.

In PBTE, the performance goals are rigorously specified and agreed to by the participants in advance of the instruction. The student is held accountable for attaining a given level of competency in performing a task and he or she should demonstrate this competency. Emphasis is on the demonstrated product.

The essential elements of a CBTE program include:

(a) Competencies (knowledge, skills, and behaviors), which are made public in advance, need to be demonstrated by the student.

(b) Evaluation criteria for determining the assessment of required level of competencies are also made public in advance. This assessment strives for objectivity and uses student performance as the primary source of evidence.

(c) The student's rate of progress through the program is determined by demonstrated competency rather than by time or course completion.

(d) The instructional program is geared towards enabling the students to achieve the required competencies.

The PBTE program is considered to be superior to the conventional programs in view of the following characteristics implied in a sound PBTE:

(a) Instruction is individualized. Time is a variable and not a constant. Consequently, the students may enter with widely differing backgrounds and purposes and may progress at their own pace to achieve the competencies specified.

(b) The learning experiences of the students are constantly guided by a built-in feedback system. The feedback system enables the student and the instructor to modify the program and consider various alternatives to achieving the derived competencies, should one approach prove unsuccessful.

(c) The program on the whole is systematic and product oriented.

(d) Instruction is modularized.

(e) The student is held accountable for performance.

(f) The program is field-centered.

The instrument used to individualize instruction is called a module. A module is a set of learning activities consisting of objectives given in behavioral terms, pre-requisistes, pre-assessment, instructional activities, post-assessment and remediation. A module is used to help the student in the acquisition and demonstration of a particular competency. Modularization of curriculum has proved to be a very useful technique for self-pacing, individualization and personalization of instruction. It has enhanced the possibilities of successfully implementing the concept of independent study and putting forth the alternative routes to achieving a particular competency.

At Elizabeth City State University, we are in the process of making our instructional programs competency-based. The State Department of Public Instruction of North Carolina has adopted the concept of the performance-based teacher education. This became operative with effect as of the 1972-1973 school year. The new criteria adopted by the State for the certification of teachers are based on the concept of CBTE. To successfully implement CBTE at Elizabeth City State University, seven major tenants have been formulated. These are:

(1) The team approach

(2) University-wide involvement

(3) The interdisciplinary approach

(4) Student participation

(5) Public school participation

(6) Modular teaching-learning

(7) Feedback-evaluation-revision

University-wide involvement at Elizabeth City State University began with the establishment of the committee for the study of performance-based teacher education. This involvement continued with the acquisition, distribution and study of related materials, meetings of the committee and other groups and two inservce institutes.

The team approach and interdisciplinary approach of individuals in particular areas (administration, curriculum, psychology, subject areas, teaching methods) and the value of the individuals sharing ideas and working cooperatively to develop and implement a "total" approach to teacher preparation are important aspects of PBTE. The University-wide Committee set up to study PBTE is striving to achieve these two objectives.

The student participation (University and Public Schools) allows students to assist in determining their own goals, selecting alternative ways of reaching these goals and evaluating their individual progress as well as program effectiveness, all of which are vital to the feedback and revision aspects of the PBTE program. The teams of students have been set up to achieve these goals. Their active participation in every aspect of the PBTE program has been actively sought for.

Public school participation is important because "product performance" will be demonstrated in the school setting. Public schools can offer opportunities for university student contacts not only for student teaching but for school experiences earlier in the undergraduate program. Public school personnel have "on the scene" involvement in educating youth and are important in the goal setting, evaluation and revision process of a PBTE program. Also the development and implementation of the PBTE program would include some degree of participation by others such as the State Department of Public Instruction personnel and community representatives such as consultants, observers and reactors. The PBTE program at Elizabeth City

State University is actively striving to seek the participation of public schools in the area and also that of the leaders of the various communities of which Elizabeth City State University is a part.

DEVELOPING A MODULAR APPROACH TO INSTRUCTION

The modular approach involves the utilization of the instructional module. An instructional module is a set of experiences intended to facilitate the learner's demonstration of specified objectives. Instructional modules are part of a whole new concept of education. The modular approach differs from traditional approaches to instruction in several profound ways; namely:

A. The total program is considered prior to specifying instructional parts. Thus the patchwork approach is eliminated.

B. Modules emphasize the learner rather than the instructor. In modular approaches, student needs, not instructor expertise or availability of materials, determine what is to be studied.

C. Modules focus first on objectives rather than on activities. In traditional programs, objectives are often so broadly stated that they do little to guide learning, identify appropriate activities, or provide for assessment. In such traditional programs, the instructor thinks first of activities or tasks to be performed. But in the modular approach, he specifies objectives first, then considers activities which are appropriate for them. The crucial question thus becomes "What competencies should the student be able to demonstrate?" Instruction is focused on explicit and defined objectives, thus eliminating extraneous aspects.

D. Modules are individualized and personalized. They are individualized in that they allow students to work at their own pace. They are personalized in that individual students may pursue varied goals and objectives. Traditional programs compare student achievements. For those below average, they attempt to increase achievement to the average, while

those above average may learn other things while the rest of the class catches up with them. Modular instruction does not compare students with each other. Instead, students are compared with pre-determined objectives.

E. Modules include a variety of instructional modes. Some techniques such as small group seminars may be more effective in changing attitudes and clarifying relationships. Other modes include individual counseling, field experiences or audiovisual facilities in a Learning Resources Center. Modules are not intended to be mechanistic instructional devices. Educational technology is employed only as a catalyst to more personalized and humanized education. Technology becomes a tool of the module not the total toolbox.

F. A module is a process not just a product. It is constantly in flux, continually being redeveloped and refined. This process approach to curriculum design includes built-in procedures for testing the module's relevance in the crucible of learning experience, and changing it when feedback identifies a need for change.

Developing Instructional Modules

Perhaps no movement has captured the imagination of so many educators in so short a period as competency-based education. The emphasis in such programs is on objectives rather than activities. Competencies to be demonstrated by students are defined as explicit objectives, with activities identified which facilitate the student's achievement of stipulated objectives.

According to W. Robert Houston, the Instructional Module has evolved as a viable curriculum procedure for actualizing competency-based education. The instructional module focuses on the needs of LEARNERS, not INSTRUCTORS; it emphasizes attainment of OBJECTIVES rather than simply participation in ACTIVITIES.

While modules have been variously labeled as performance modules, task units, learning modules, or educational specifications,

they typically include these parts: (1) an introduction or PROSPECTUS which includes a clear statement of why the module is important, (2) a specific OBJECTIVE or set of objectives, (3) a PRE-ASSESSMENT directly related to the module's objectives, (4) a series of ACTIVITIES designed to aid the learner to meet the objective or objectives, and (5) a POST-ASSESSMENT which measures competency relative to the objective or objectives. Feedback procedures are imbedded in the module so that students can judge their own performance and select remedial measures when necessary. Instructors, too, receive feedback concerning the effectiveness of the module.

Module design may proceed through four stages: Planning, Production, Prototype Testing, and Evaluation. They are as follows:

A. PLANNING: In the planning phase, the parameters of the total program are considered—philosophy underlying instruction, instructional problem, specific learner population, available resources, terminal objectives, enabling objectives, activities, student alternatives and options, and instructional materials. Assessment procedures are identified. Specifications for module implementation, including participant directions, are designed. The initial planning phase terminates with a written description or specification of the module.

B. PRODUCTION: In the production phase, all identified materials are accumulated. They are either purchased, leased, constructed or revised to meet the specifications designated in the planning phase. This stage may require a task analysis, cost analysis and/or production time-line. During the production phase some developers test particular activities and/or materials with samples of the target population before making a final decision about their inclusion in the module. All materials should be appropriate for objectives and the learners. At the completion of this phase, the module is ready to be tested by students.

C. PROTOTYPE TESTING: The module is designed, participant instructions written, and all materials assembled before it is tested with a representative sample of students for which it is

intended. During prototype testing, data are collected for evaluating the effectiveness of the total module, as well as for specific enabling activities.

D. EVALUATION: Evaluation of the module begins as soon as data are available and validated. Data are analyzed in terms of the objectives and relationships among objectives, strategies, materials, procedures, and results. Evaluation procedures plot the actual outcomes against expected outcomes. In addition to formal testing, assessment might include student achievement, student reactions to the module, which instructional activities they selected, and the time required to complete the module.

Developing a Module Format and Component Format

Modulars and component formats are highly important in insuring that delivery systems are adequate. Module and component formats may vary according to their purpose, audience, facilities available, and need for special equipment. Different programs have particular needs. But regardless of form or format, modules and component formats are designed upon the basis of:

A. Immediate need of the prospective teacher

B. Kind of students

C. Type of learning experiences

D. Field settings

The module description consists of three sections: (1) The title page, (2) The body of the description, and (3) An appendix. Example of a module description format is as follows:

A. The reference system designation.

B. The name of the teacher education program for which the module or module cluster was developed, a brief description of that program, and a brief description of the "teacher education student" for whom the program was intended.

C. The name of the component of which the module or module cluster is a part.

D. The name of the module or module cluster.

E. The name, address, and phone number of the person responsible for the development of the module, or the name, address and phone number of that person designated as the contact person.

F. The date of development and a brief description of its present state of development.

G. The comments of the developer or developers regarding any field test results.

H. The comments for persons—other than the person or persons responsible for the development of the module; these comments might include descriptions of additional learning activities which were used and feedback pertaining to the effectiveness of the module as perceived by both the user and his students.

I. If the title page is for a module cluster, it would include a list naming the modules within the cluster.

Designing of Flow Charts

Using a flow-chart format, competency-based teacher education personnel orders specified steps which communicate a sequence for module and component operations. Flow charting is a meaningful way to describe the process and alternative options which students follow in completing a module and often highlights needed improvements. In

other words, flow charts are constructed to communicate or design instructional operations. Thus while flow charts are not required to implement a modular approach, they do provide a useful tool.

Writing Criteria-Referenced Objectives

Behavioral objectives describe outcomes or performances that learners should have as a result of participation in an activity. A behavioral objective identifies learner behavior to be developed by instruction and states the quality of behavior that the learner must achieve for instruction to be successful.

The three characteristics of a behavioral objective are:

A. Student performance which describes what the student will be able to do as a result of the instruction.

B. Statement of conditions which describes what materials, or under what conditions the student is expected to perform such actions.

C. Criterion or standard of performance which describes what level of performance the student must achieve in order for the performance to be acceptable.

The primary function of criteria-based objectives is to define student competencies and criteria to be applied in assessing competencies. In teacher education, students acquire knowledge and the ability to apply it on the one hand, and the development of the needed repertoire of critical behaviors, and skills on the other. The identified knowledge, behaviors, and skills thus become the competency objectives for the training program, and the source of criteria for performance assessment or evaluation.

Classifying Objectives

Criteria-based objectives are classified according to the types of criteria used in assessing teaching competencies. Four levels of

objectives and criteria for assessing required behavior are used in competency-based teacher education programs. These are:

A. Cognitive objectives, which specify the knowledge, understanding, awareness, intellectual abilities and skills to be demonstrated. In teacher education, such objectives may apply to the cognitive aspects of discipline such as science or geography, to psychological theories or educational strategies, to analysis of curriculum programs, or to other cognitive areas.

B. Performance objectives, which require the demonstration of teaching behaviors.

C. Consequence objectives, which require the demonstration of the ability to bring about change in others.

D. Exploratory objectives provide experiences which may have value for prospective teachers even though specific expected outcomes from the experiences may not be identified or identifiable in advance. Exploratory objectives may lead to explication of other criterion-referenced objectives, which become more meaningful in personalized programs. For example, a student may learn from a visit to a ghetto settlement house that he is cognitively and affectively unprepared to cope with children from cultural subgroups. This in turn may lead to identification of specific needs and to a program designed to remove the recognized deficiency.

Competency-based programs may employ independent study modules, and students are often allowed to proceed at their own pace in achieving the objectives of the modules. Whether or not independent study modules are developed, competency-based programs require three levels of objectives: knowledge, simulation, and classroom. The objectives you write for social science courses will be primarily at the knowledge level, but methods courses and student-teaching call for simulation and classroom objectives as well.

The following points should be kept in mind when writing behavioral objectives.

1. They describe a desired outcome of a course.

2. Each behavioral objective describes what the learner is doing when he is demonstrating that he has achieved the objective.

3. Each objective states how the learner will be measured.

4. The objectives are specific as to the desired outcome and the manner of evaluation.

5. A course description is NOT an objective. Descriptions tell what a course is all about; behavioral objectives describe the expected outcome of the course.

6. Objectives tell the learner what is expected of him if he is to adequately achieve the course.

7. From the points listed above, it is apparent that when writing behavioral objectives for a course, the instructor must include a complete accounting of what he expects the learner to be able to do after completing the course.

8. Objectives must be written so that the learner will have no doubt of what is expected of him.

There are a number of non-quantifying general terms which should be avoided when writing objectives for a course because they are too vague and are open to misinterpretations. Here is a short list of some of these words:

to understand	to know that
to grasp	to exhibit a knowledge of
to acquaint oneself with	to cover the subject
to comprehend	and many others

These words are open to many interpretations. On the other hand, there are scores of words which are not as open to misinterpretations

and which are useful in stating objectives. Here is a short list of some of these words:

ɔply	compare
formulate	show
provide	choose
analyze	write
utilize	recite
devise	identify
initiate	construct
conduct	relate
record	argue
define	appraise

Specifying Enabling Activities

The selection of the most effective and efficient activities for a given objective is a complex task. It is one of the most important aspects of module construction. Good activities will keep the learner's interest high and insure his achieving the objective.

Assuming a given activity could produce the desired outcome, there are several questions that need to be considered before the decision is made to use the activity. They are:

A. Preparation – What is the cost to procure or purchase what is needed for the activity?

B. Operation – How much learner time and instructor time must be invested in the activity? Are there costs related to completing the activity?

C. Location – Does the activity restrict the learner to a specific place? How much freedom does the learner have with respect to when and where he does the activity?

D. Reproduction – Must materials be replaced after they are used?

Developing Assessment Procedures

Assessment is important in any teaching-learning situation to identify whether the learner is reaching the goals and objectives of the learning experience. In modular approaches, assessment is the key to planning and implementing personalized programs. For each terminal objective and its enabling objectives, it is desirable to identify assessment or evaluation techniques.

The following chronology of events has been followed at Elizabeth City State University with a view to enhancing the development and implementation of the PBTE program.

Phase I: Study

Time: September – December, 1972

This phase has been implemented and has included:

(1) The acquisition, distribution, reading and discussions of related materials by the PBTE Committee, The Teacher Education Council, departments, and students (limited number).

(2) The content of potential resources and/or consultant sources

(3) The organization of in-service institutes

(4) Contact with public and parochial school personnel

"Study" activities have been continued beyond December, 1972 but emphasis now is being placed on "action-oriented" activities.

Phase II: Development of modules by departments

Time: January 8 – March 2, 1973

This period was utilized by the departments to construct a limited number of modules by department. It is very important, however, to

provide consultation to the faculty to write behavioral objectives and construct modules. Module construction is rather a difficult task. An instructional module can be defined as a set of activities intended to facilitate the learners' achievement of a specific objective or set of objectives. A module is "learner-centered" rather than "teacher-centered". The emphasis in a module is placed on objectives rather than activities.

Modules are not isolated curricular units. Rather these are an integral part of a comprehensive instructional system. Several inter-related modules form a component. Each component is introduced with a written prospective which defines its objectives, considers its rationales, outlines required and optional modules, indentifies pre-requisities, includes pre-assessment inventories and provides information on procedures for completing the component. By now, it is evident that development of modules is quite a complicated task and the faculty needs professional help, guidance and training in order to be able to construct "sound" modules.

Activities during phase II at Elizabeth City State University included:

(1) The establishment of teams (student and public school involvement was encouraged)

(2) The construction of a limited number of modules

(3) Pilot testing (instruction) of the modules (This can be done individually or by teaching; the latter is strongly recommended but should be voluntary)

Phase III: Departmental Evaluation and Revision

Time: March 19-30, 1973

Feedback and evaluation of the modules should accompany the pilot testing (instruction) of the modules. However, the teams should be given adequate time allowance for "reconstructing" the tested

modules for future instructional purposes. Activities in phase III at Elizabeth City State University included:

(1) Evaluation of pilot tested modules by departmental teams

(2) Revision of these modules by the teams

(3) Evaluation of team arrangement (membership)

Phase IV: Development of Interdisciplinary Modules

Time: April 1 – May 11, 1973

This phase permitted the sharing of ideas and efforts interdepartmentally. The availability of consultative assistance is recommended as well as the opportunity for those involved to be free of class and office responsibilities for several periods of time (a minimum of two days). Activities in phase IV included:

(1) The establishment of interdisciplinary teams (students and public school involvement was encouraged)

(2) The construction of interdisciplinary modules

(3) Pilot testing (instruction) the modules through interdisciplinary team teaching

The breakdown was developed by separate departments for their particular area and then compiled by an interdepartmental committee.

PROFESSIONAL PERFORMANCE

Ability to Diagnose Student's Needs

a – Employs the technique of observation to discover the physical, mental, emotional and social well being of the student

b – Selects activities within the program based on the knowledge of growth and development
c – Confers with students
d – Provides instruction in the use of the communication skills (reading), writing, listening and speaking
e – Observes individual differences in aptitudes, attitudes, temperaments and social relationships
f – Identifies students who vary widely in interest and experiences
g – Discovers and uses motivating devices for students

Oral Language Skills

a – Speaks clearly, correctly and fluently
b – Expresses ideas coherently
c – Adapts oral languages and delivery to suit the level of instruction, nature of students and nature of the area of responsibility
d – Speaks at a moderate rate of speed
e – Modulates his voice
f – Projects his voice adequately for the occassion
g – Avoids the overuse of slang and trite expression
h – Demonstrates command of an adequate vocabulary

Working Relationship With Others

a – Shares ideas
b – Accepts criticisms gracefully
c – Works cooperatively and tactfully with supervisory and administrative officers, parents and students
d – Accepts and carries out assigned responsibilities faithfully
e – Respects opinion of others
f – Extends self beyond assigned teaching responsibilities

Use of Learning Reinforcement

a – Keeps an accurate record of each student's progress and performance

b – Relates the learning experiences with school, home and community programs
c – Makes the library a focal point for the learning process
d – Uses rewards immediately
e – Uses rewards rather than punishment
f – Applies previous knowledge to reinforce present learning situations

Classroom Management Skills

a – Adopts the preventative rather than a corrective approach to discipline
b – Uses private conferences and consultations for potential trouble makers
c – Uses routine with tasks such as collecting and distributing materials and supplies
d – Practices fair and consistent discipline
e – Reports hazardous conditions in the classroom immediately
f – Provides opportunities for students to be leaders in classes
g – Makes sensible rules attainably by everyone
h – Provides for cooperative planning and evaluation of activities with students
i – Keeps classroom properly ventilated, heated and illuminated

Interest in Teaching Area

a – Correlates lessons with other subject areas where possible
b – Demonstrates sincere enthusiasm for teaching area
c – Engages in continuous study to insure uninterrupted growth in field of interest
d – Seeks out new materials and methods for classroom use
e – Maintains membership and participation in professional organizations
f – Prepares adequately for teaching assignments
g – Keeps abreast with current trends in field of specialization
h – Explores special problems of students
i – Reflects professional pride and interest through work and behavior

Use of Applicable Teaching Methods and Media

a – Determines the procedure necessary to obtain the desired outcome
b – Considers individual interest, abilities and achievement levels when planning instructional activities
c – Promotes creativity among students
d – Uses a variety of media (and/or) methods for teaching multilevel subjects
e – Uses judicious selection of audiovisual materials and equipment
f – Brings in other sources to supplement the text

Exhibits Ability to Plan Teaching – Learning Activities

a – Allows adequate time for the accomplishment of the stated objectives
b – Establishes clearly stated and purposeful goals
c – Builds variety into the learning experiences
d – Breaks large tasks into their sequential components
e – Relates instruction to students' experiences
f – Relates teaching procedures to the different learning styles of the pupil
g – Instructs for the transfer of learning
h – Provides for learning through creative and imaginative experiences

Demonstrates Ability to be Flexible in Teaching Plan

a – Repeats instructions where understanding is lacking
b – Deviates from set plan as the need arises
c – Devises many alternative experiences to the original plan
d – Uses the special interests and experiences of students advantageously
e – Relates materials to everyday life experiences
f – Utilizes students' responses appropriately
g – Makes instruction and activities as relevant to student experiences and interests as is feasible and without loss of academic integrity

Utilizes Student Responses Appropriately

a – Shows respect for ideas and contributions of all students
b – Utilizes pupil-teacher planning
c – Encourages pupil initiative
d – Encourages questions and active participation in all situations
e – Directs and redirects questions
f – Uses students' responses to clear up misunderstandings

PERSONAL-SOCIAL CHARACTERISTICS

Personal Magnetism

a – Relates to students on their level
b – Listen to students' grievances and acts sincerely
c – Maintains a pleasing personality in working with students, co-workers and others
d – Shows interest in community activities and programs
e – Creates a warm and positive classroom atmosphere
f – Meets people and classes in a pleasant manner
g – Displays an appealing and dynamic personality with a sense of humor
h – Uses discretion in dress
i – Is consistent in behavior
j – Arouses alertness, eagerness and interest in others and gives them a feeling of individual worth
k – Accepts totally all students

Willingness to Improve

a – Seeks to improve scholarship by reading pertinent literature, attending professional meetings and by constant self-evaluation
b – Admits personal weaknesses
c – Evaluates and criticizes own efforts and tries to improve weaknesses
d – Accepts and reacts positively to criticism

e – Observes performances of others as a means of improving own skills
f – Accepts the responsibility for errors made (does not pass the buck)
g – Seeks assistance when confronted with difficult situations
h – Is willing to accept change in self

Emotional Stability

a – Thinks logically and rationally
b – Maintains poise and self-control in stress situations
c – Accepts and meets responsibilities promptly
d – Demonstrates patience, enthusiasm and open-mindedness in all relationships
e – Weighs both sides of a story before attempting to make a decision
f – Works without being pressured
g – Demonstrates ability to handle unexpected incidents
h – Is even-tempered; not given to radical changes in moods
i – Thinks before acting and evaluates thinking and opinions

Ability to Relate to Others

a – Is punctual and dependable
b – Listens to the opinions and suggestions of others without biases
c – Communicates freely with peers and others
d – Creates and maintains an active interest level in persons and events
e – Reflects a sensitivity to the feelings of others
f – Avoids competitiveness and rivalry which might arouse dissension
g – Works cooperatively as a member of a team
h – Conforms to group demands without losing individualism
i – Avoids super-imposition of biases on others
j – Exhibits proof of his belief that each individual has dignity (does not try to belittle others)

k – Establishes and maintains a good rapport with students, peers and others

Quality of Voice

a – Speaks clearly, distinctly and correctly
b – Speaks with fluency
c – Avoids artificiality, monotonous tones, shrillness and nasality
d – Projects voice adequately for the occasion
e – Uses proper enunciation
f – Speaks with a well modulated voice

Professional Ethics

a – Reflects in all behavior and performances the acceptance of the student as his prime responsibility
b – Deals justly and consistently with each student
c – Respects the line of authority
d – Maintains loyalty to the school's philosophy
e – Refrains from gossiping and spreading rumors
f – Fulfills all responsibilities and obligations promptly
g – Respects confidential information
h – Approaches work well prepared
i – Refrains from injecting personal biases in his work
j – Maintains control of situations through positive action
k – Does not allow personal problems and responsibilities to affect his work
l – Works within prescribed guidelines
m – Adapts to changing situations

Self-Discipline

a – Observes punctuality
b – Uses time wisely
c – Demonstrates self control at all times
d – Accomplishes assignments without being pressured to do so
e – Uses discretion in personal activities
f – Demonstrates sensitivity to the mores of the community in which he works

g – Displays ability to provide self-direction
h – Abides by established rules of the profession
i – Maintains composure during times of stress

Empathy for Students

a – Shows a sensitivity to student needs and problems
b – Reflects an understanding of the nature of the students at the level of concern
c – Recognizes that frustrations or satisfactions of mental and emotional needs are reflected in the students' behavior
d – Offers direction to students
e – Is willing to listen to students

Physical Qualities

a – Adheres to sound mental and physical health practices
b – Is well groomed
c – Shows adequate physical vigor and stamina to meet assigned responsibilities
d – Dresses appropriately according to physique, personality, responsibility and the occasion
e – Displays proper posture
f – Remains mentally alert

Recognition of Dignity and Worth of Each Individual

a – Respects and accepts all individuals who are ethnically, socially, economically and intellectually different
b – Refrains from showing favoritism
c – Respects individual rights, feelings and opinions
d – Is tactful and sympathetic
e – Does not purposefully embarrass anyone
f – Establishes a good rapport with students and co-workers

Phase V: Interdisciplinary Evaluation and Revision

Time: May 14-25, 1973

Feedback and evaluation of interdisciplinary modules should accompany the pilot testing (instruction) of the modules. However it is recommended that a specific opportunity should be provided for interdisciplinary teams to consider revision to improve the modules. Activities in phase V included:

(1) Evaluation of the pilot-tested module by interdisciplinary teams.

(2) Revision of these modules by these teams.

(3) Evaluation of team arrangements (membership, responsibilities, working time, etc.)

(4) Revision of interdisciplinary team arrangement.

Phase VI: Projections and Planning

Time: May 28 – June 15, 1973

The 1972-73 academic year was spent in study and experimentation with a view to developing a sound PBTE program at Elizabeth City State University. This experience served as a basis for laying new plans which, we believe, would result importantly in the expansion and greater effectiveness of staff efforts for the 1973-74 academic year. Phase VI included:

(1) General projections for 1973-74 academic year

(a) Activities – instructional, in-service, pre-student teaching experience, etc.

(b) time schedule

(c) other

(2) Detail planning for first semester, 1973-74 academic year

(a) Pre-student teaching

(b) in-service activities, including resources and consultants

(c) modules to be re-tested

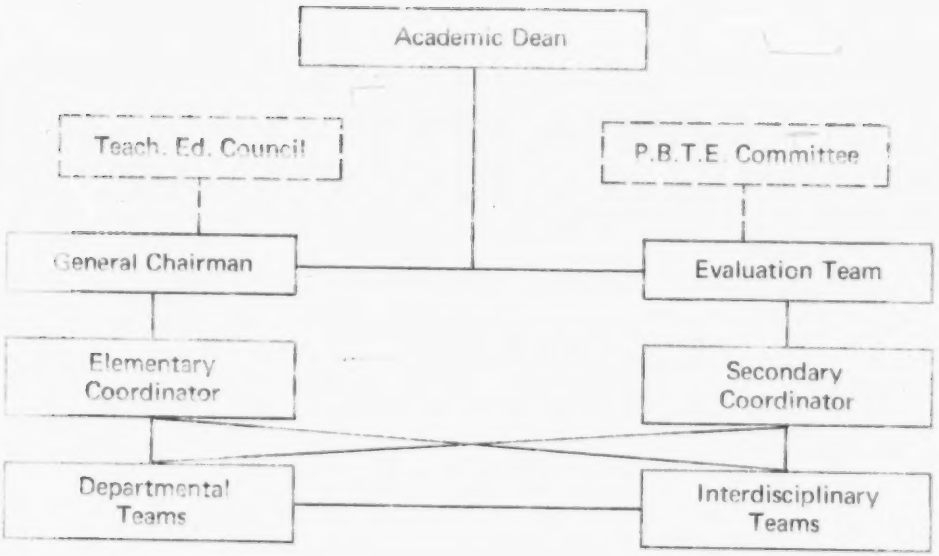
(d) feedback system

(e) modules to be developed

(f) time schedule

(g) other

In order to coordinate and evaluate the University-wide efforts in the development and implementation of a PBTE program, the following organization was set up (see following page).



1) _____ : Inter-departmental involvement and responsibility
_ _ _ _ _ : Information giving, advisory

2) The General Chairman should be able to devote a major portion of "job-time" to P.B.T.E. responsibilities and should serve as the Curriculum and Teaching Methods Specialist on the Evaluation Team.

3) The evaluation team should include persons with evaluation skills, computer skills and curriculum competency, knowledge of staff differentiation concepts, administrative skills, and limited or no teaching responsibilities.

Elizabeth City State University has been 'predominantly' a teacher training institution. In fact, it had its beginnings as a teacher training institution and the next logical step for it after the implementation of the PBTE program is to introduce the performance-based instructional program in its non-teaching curricular programs as well. This will be a big step. In fact, I believe, that institutions like Elizabeth City State University would have to go in for performance-based instructional programs in order to justify their existence to the state legislators, federal government, other funding agencies and the public at large.

It is my hypothesis that every black youngster should go to college. It is evident that, if it happens, we will be enrolling youngsters with diverse backgrounds and achievement. In fact, at this point in time, we have already this situation in existence at our colleges. Since a performance-based instructional program 'exist achievements' rather than 'entrance achievement', the implementation of this concept is the one that can deliver us the goods. A shift from a traditional instructional program to a competency-based program is assumed to result in the following:

(a) A shift from teacher-teaching to a student-learning or teaching would be subordinated to learning.

(b) The curriculum will become an agent of learning by the student rather than an instrument of a teacher for teaching a course as is the case at present.

(c) Instruction will be individualized thereby, enabling the students with diverse backgrounds to progress at their own rates.

(d) The feedback system will help the learner to diagnose the learning problems, thereby enabling him/her to look for alternative routes for achieving the desired objectives.

(e) The student would have achieved demonstratable competencies in an area or set of areas.

(f) The student is held accountable for performance, thereby relieving the classroom teaching for some of his/her problems.

(g) The student will be getting field-experience in the area of his/her specialization.

However, the institutions would have to find ways and means to find solutions to some of the very difficult problems in order to make this change over to the competency based instructional program. Some of those are:

(a) Inservice training for every faculty member will have to be organized. Moreover this in-service training will have to be in almost all the aspects of the performance-based instructional program. Particularly, the faculty needs to get professional assistance in writing behavioral objectives and modules.

(b) To begin with, the institutions would need to get over the faculty-indifference towards a performance-based instructional program. Traditionally the faculty has shown to be a little conservative professionally. It will be hard for an institution to make the faculty accept this change.

(c) Institutions will have to create a 'material' center which will serve some functions that a 'media center' is serving now.

(d) The biggest problem will be that of securing additional finances. The faculties would need release time in order to work on various committees. Finances will be needed for organizing in-service workshops and producing modules. Even additional materials like video-taping equipment would have to be acquired.

(e) The institution would have to introduce changes in its operational systems. A performance-based instructional program, I believe, would not work most successfully in a semester system. The quarter-system may have to be

introduced for this purpose. Alternatively, some other system might have to be evolved.

(f) Traditional grading schemes may be found to be unsuitable for this type of program. Grades might have to be contracted by individual schools and new and better schemes of grading might have to be evolved by the faculties.

Certain criticisms have been labeled against performance-based instructional programs. For example, the critics have pointed out that it is impossible to break a piece of knowledge into bits as behavioral objectives which a performer needs to exhibit in order to demonstrate the competency of having acquired that piece of knowledge. Yet another criticism that it would not allow group interaction at the level at which it takes place in a traditional classroom. Another one is that this would lessen the chances of inductive discovery (a technique that has so suitably and profitably made use of in TCCP) and analytic and synthetic thinking and reasoning. However, it all depends on the kind of competency-based instructional program that an institution is able to evolve and more importantly the kind of modules that it can produce.

Conclusion

Some of the hypothesis assumed in this paper are:

(1) Every black youngster should go to college

(2) The black colleges today are educating youngsters who come to them with a very wide range of backgrounds and achievements

(3) Curriculum should be an agent of learning and teaching must be subordinate to learning

(4) Conventional classroom instruction has not proved useful to the extent that the taxpayers, legislators, and others have been lead to believe.

(5) Black colleges should emphasize "cultural pluralism"

(6) The students should get basic understandings in various disciplines

(7) Students should be exposed to problem solving, some principles of criticism and principles of analysis

Finally, the change-over from conventional techniques of classroom instruction to performance-based instruction must be well planned and gradual.

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THE ACADEMIC SKILLS CENTER: COUNSELING INFLUENCES IN A PROGRAM FOR MARGINAL STUDENTS

Waltz Maynor
Deloris Eaton

The Academic Skills Center (formerly the Tutorial Center) at North Carolina Central University was organized in February, 1968, to meet some apparent needs of the community as perceived by the chancellor and other administrators. The ASC program was designed to serve as a source of entrée for that segment of the community less likely to receive a college education. This overt attempt to salvage the high risk student was expected to be accomplished through the reparation of basic skills: communicative and mathematical, as well as to provide cultural enrichment experience whenever possible.

The primary function of the Academic Skills Center is to develop instructional techniques and materials which may be utilized by teachers when instructing students who need a stronger background in order to function adequately in their courses. Students assigned to the Academic Skills Center are the laboratory of operations. The success of a prescribed instructional technique or a given set of materials is judged by how adequately it salvages the students who are assigned to the Academic Skills Center.

Ultimately, the Center operates under the assumption that with special help, its students can achieve and survive at a percentage rate comparable to "regular" freshman students whose average performances on the Scholastic Aptitude Test are significantly higher than theirs.

The multiple problems of disadvantaged and marginal students which make it difficult for them to take advantage of their emerging training, energy and employment opportunities have been described in the literature (Gordon, 1969; Harrington, 1962; Riessman, 1962). While some progress has been made in developing meaningful programs to teach vocational and basic reading and mathematics skills (U.S. Department of Labor, 1969), there has not always been a concomitant advance in helping disadvantaged and marginal students find life skills – the psychological and social skills needed for mastering the interrelated problems encountered in school and in the world of work.

Negative Self-Concepts

Lee (1970) and Fitts (1972) review research articles dealing with negative self-concepts in students. Both authors report that the marginal college student typically has negative self-concepts. White (1948) points out that awareness of and knowledge about oneself are heavily influenced by social interaction. Negro children exhibit more negative self-evaluations than white children (Keller, 1963) although Negro girls score higher than Negro boys. The marginal student or culturally deprived student may be subject to a defeatist attitude at home, at school, in the neighborhood, and in the media. This defeatist attitude can easily become pervasive and overwhelming (Menacker, 1970). Allen, (1971) reasons that many marginal students underachieve because of the academically destructive effects of anxiety and the displaced hostility that underlie self-disparagement.

As a consequence of a self-defeatist attitude and negative self-concept, many marginal students who come from economically or socially impoverished backgrounds view their personal lives as part of an ubiquitious, unrelenting oppression directed at them from society at large and schools in particular (Menacker, 1970). Since avenues for pride and success in academic life are experienced as difficult or unattainable, the marginal student may develop a strong dislike for school. This reaction can lower academic performance, and a vicious circle of failure, negative self-esteem, and antipathy towards school is confirmed.

Several authors have written on ways of coping with negative self-concepts in the marginal student. Menacker (1970) suggests that the counselor by establishing two-way communication can expose the student to realistic alternatives to a militant, self-destructive psychosocial orientation. Aggression and hostility can be aimed in beneficial, acceptable channels. One goal suggested by Menacker is to transform aggression into paths where it can demonstratively benefit the student. Since aspiration level and motivation are theorized as dependent upon the self-concept of the individual (Daniel and Kealth, 1967), several authors have written that any improvement in self-concept should also result in concomitant improvement in motivation. Menacker (1970) suggests that a clear remedy to psychological defeatism is found in providing the student with an opportunity to develop pride in himself. Pride cannot be developed vicariously nor is there a substitute for pride

in oneself. Pride comes from the student setting goals that are meaningful, realistic and challenging, and then achieving these goals. The goals should be clearly delineated and agreed upon as worthwhile by both counselor and client (Washington, 1968). The role of the counselor is to assist the student in goal clarification, understanding the problems involved in achieving the goals, and developing means of dealing with obstacles to growth (Tyler, 1970).

Gordon and Wilkerson (1966) state that student confidence can be increased by providing him with opportunities for some immediate success. Since success in school is represented by academic achievement, remedial work, tutoring, and help in study habit improvement programs loom large as vital adjuncts to many guidance-oriented programs. One of the best of these combined counseling and enriched curriculum programs is the Higher Horizons Program of the New York Public Schools. This program combines an expanded and enriched educational program for marginal students with individual and group guidance with both students and parents.

Another way to improve self-concept is found in the constructive use of feedback (Allen, 1971). Negative self-concepts are accompanied by a strong need for concrete and immediate gratification, and positive feedback can be useful means to provide client gratification and improve self-concept. Riessman (1962) suggests in detail how feedback can emphasize "the positive qualities" of the student.

Adequately Meeting Institutional Demands

Those who have had years to learn the intricacies of academic life may not realize how complex academic survival can be. The complexity originates from the loose structure which offers a multiplicity of choices to the knowledgeable student (Haettenschwiller, 1971). The marginal or disadvantaged student frequently lacks the understanding needed to succeed in college. Drake (1965) points out that marginal students frequently do not have the "know how" needed to negotiate the system.

It is this know-how and finesse required for academic success that the counselor can provide in such areas as effective use of study time, importance of attending class, and contending with institutional rules and regulations. Without the required know-how, the marginal student will fail to grasp the nature of his role. He will not be aware of the kinds of sanctions the institution employs to enforce its demands since

both sanctions and demands are less explicit in the college setting than in high school. Lacking such knowledge, he may grossly misjudge his academic situation with disasterous results. The student needs to develop the perceptual skills whereby he can grasp what is going on in any class and how he can best adapt to the demands which may be placed upon him.

Conflict in Life Style and Identity

While the student faces problems resulting from coming to terms with the demands of the academic setting, he may simultaneously experience tension in the process of coming to terms with himself. For the minority student, part of the tension relates to the student's life style (Vontress, 1971). While growing up in a subculture, a black may develop a style of dress and speech as well as a mode of responding which are different from those of the dominant culture. His style is a part of his identity which constantly assures him of a meaningful relationship with others. But at college, he may find his life-style and identity may no longer guarantee rewarding relationships he has previously encountered.

Should the student, then, change his life-style, thereby rejecting or compromising his identity? As Haettenschwiller (1971, p. 116) writes "Is any change in life-style which almost inevitably follows upon encounter with new educational experiences evidence to others that he has been "co-opted" by the white middle class institution?" Henderson (1967) writes that a person's effort to function as a member of a group other than his own may give rise to serious adjustment problems.

The counselor can play an important role in bringing such feeling of conflict and ambivalence to consciousness (Haettenschwiller, 1971). The counselor's part will permit the student to ventilate his feelings enabling him to verbalize dimensions of the conflict and to facilitate a resolution of the problem. When the counselor communicates a continuing awareness of the culture from which the student's identity derives, he is in a position to accept the student in working through the resolution of the identity crisis. Gordon (1968) suggests that counselors are in a good position to serve as role models for marginal students with poor self-concept, low self-esteem, or who have a history of failure. The value of providing role models for the poor student stems from the frequent paucity of adequate adult models for the student outside of

the school environment. Adequate role models allow for the kind of identification that gives a student self-direction and a view of himself that motivates him to work for success in school. Another reason for the importance of role models is that they will compensate for the tendency of these students to over-identify with a peer group model that has standards of behavior which do not contribute to academic or vocational preparedness.

The importance of peer group influences on urban poor and marginal students has led Gordon (1968) to suggest that group counseling also be used as a way to improve self-concept and change self-image. Walz (1969) finds that the predisposition of urban poor and marginal student is to be natural and spontaneous in peer group situations, but reticent and uncomfortable in one-to-one counseling situations. Therefore, group counseling is useful to elicit information, improve communication (Menacker, 1970) and discharge emotional conflicts (Blodgett and Green, 1966), particularly as these conflicts relate to problems students have in common in adjusting home and community values with school values. Further, while individual interviews typically establish rapport and enable the student to talk out his personal attitudes, goals and problems, group sessions are useful for exploring common attitudes which may be supportive or antithetical to academic success. (Gordon and Wilkerson, 1966).

The Counseling Relationship

Counseling with the marginal student presents special problems to the counseling relationship. The counseling relationship implies an admission of inadequacy on the part of the student because the student is coming to the counselor for assistance (Haettenschwiller, 1971). Hence, the counseling encounter may be a further threat to the black student who already has feelings of inadequacy vis-a-vis whites and instututions in general. Further, this situation may be aggravated by the use of non-directive techniques which were developed for a population whose prior experience prepared them better for the counseling relationship. Bernstein (1964) believes non-directive techniques may be threatening or ambiguous to marginal or minority students.

Vontress (1969) points out that the cultural barriers to the counseling relationship with marginal students frequently are: counselor and client's reciprocal racial attitudes, the counselor's ignorance of

the client's background, language barriers of marginal people in general, client's lack of familiarity with counseling, and client's reservations about self-disclosure. The latter point is supported by Jourard and Lasakow (1958) who found that ease in self-disclosing is directly related to economic and social status.

Several ways of handling counseling relationship problems with marginal students have been suggested. Haettenschwiller (1971) and Vontress (1971) recommend that the counselor should be direct and open with marginal students, providing unequivocal feedback regarding the nature of the relationship. Acceptance and genuineness are important, but Haettenschwiller writes (p. 33) "these have been customarily interpreted in terms of white middle class culture whereas in this instance the style advocated constitutes the same conditions in terms of the culture of the population for whom they were intended." Vontress (1971) suggests in-service and pre-service counselor training designed to help the counselor examine his attitudes towards culturally different groups and expose them directly to the culture of marginal student clients.

However, some counseling situations with marginal students will be familiar to the counselor. When the marginal minority student first enters college, his self-concept and identity is apt to reside in group membership (black, male, single, etc), rather than in the unique traits that distinguish him from others. Ultimately, the pressure of academic experience will move him towards an increasing personal identity (Rousseve, 1970). The new emphasis on the intrapsychic self will entail expressions of ideas and feelings with which the professional counselor is familiar. The substance of the counseling resides in the verbal structuring and restructuring of a person's unique experiences (Bernstein, 1964), and counseling with marginal students is no exception.

In summary, counseling with the marginal student can help the client set realistic personal goals and help him find ways of dealing with personal problems and attitudes that are interfering with his ability to achieve those goals. Often, the counseling must be oriented towards improving the individual's self-concept, moral and personal organization; toward helping him with the selection of courses appropriate to his temperament and ability; and towards helping him adjust to the complexities of academic life. The substance of counseling in general resides in the verbal structuring of a person's experiences (Bernstein, 1964), and counseling with marginal students is no exception.

Gordon and Wilkerson (1966) have written a detailed summary of ongoing counseling programs and practices in this country which are aimed at working with marginal and disadvantaged youth. The authors note that in the past, counselors typically worked with students who were failing, underachieving or disruptive. Help has been directed to those students referred to counselors by distraught teachers or administrators. With the increasing concern of educators for the fuller development of the disadvantaged marginal student, counseling and guidance activities have come to play an increasingly prominent role in school life. Consequently, there has been a necessary and healthy trend towards early detection and help for the marginal student.

COUNSELING IN THE ACADEMIC SKILLS CENTER

Being cognizant of the marginal students' repeated exposure to failure of one kind or another, we recognize, like Keller (1963) and Menacker (1970), the development of low frustration tolerance levels and concomitant negative attitudes toward self and school. Some students develop patterns of compensatory behavior which make them socially unacceptable. In cases of this kind, the teacher provides opportunities for the students to perceive positive elements in their character which reinforce positive behavior. The teachers accomplish this redirection of behavior and change of self-perception by providing successful experiences which restore self-confidence, and by relating to their students in a genuinely, understanding and acceptant manner. Their guidance role, then, is corrective, supportive and acceptant.

We cannot possibly discuss here all of the methods and techniques utilized in the helping relationships between students and teachers because some methods do not lend themselves to being documented. The attitudes and nuances that elude the pen and paper might very well be the key to rapport.

Generally, instructors feel that the one-to-one conference session facilitates the helping relationship most effectively. It is in this setting that each gets to know the other well. The conference, a "thirty-minute" session, provides a less threatening time to work at strengthening weak skills, ventilating personal frustrations, and sharing some problem situations. To have an empathic listener is as much as some students need from their instructors, that is, outside the teaching of skills. Gordon and Wilkerson (1966) found a similar technique to be successful in increasing the academic achievement of students.

In case of "grave" crises, the pressure of assignment deadlines finds release through deferments or the grade of "I" (incomplete), until the crises could be resolved.

Most students in residence experienced feelings of loneliness at some time during their freshman year, but the problems of the loner were quite a different matter. He always got special attention to determine if his "withdrawal" or introversion might be resulting from a problematic situation. Fortunately, the student "labeled" a loner, simply needed a "friend" to show concern; so, the entire staff at one time or another has assumed this "friendship" role both in the Center and in their homes.

While instructors unanimously agree that respect for their image is an absolute necessity, they go to great lengths to breakdown the "old pedestal" image that, contrary to popular opinion, often is still held by many students. Classes are small and very informal so that, in addition to the reinforcement students get from instructors, they get support and reinforcement from their peers. Riessman (1962) suggests in detail how feedback can emphasize "the positive qualities" of the student.

Ultimately, relationships such as these existing among students and between students and teachers result in a positive climate for living and learning. Moreover, Academic Skills Center instructors are models of sensitive compassionate "authority" figures. Significantly, they represent examples of "upward" mobility among minorities since 80% of the Center's personnel is black, which is a possible inspiration in itself, as pointed out by Henderson (1967).

Behavior Modification Through Course Work

Cognizant that most of its students have experienced a history of failure and frustrations, and concomitant negative self-images, the Center is oriented toward providing successful experiences for all of its students. However, to successfully pass a course, the student must meet the requirements of that course.

The English instructors required their students to keep a notebook which was student-centered and non-threatening. The notebook is checked for ideas rather than errors; this "evaluation" took place in the conference sessions so the student got immediate reinforcement from the teacher regarding his writing, and the teacher got immediate feedback from the student regarding his teaching methods.

The English notebook affords much needed opportunities for self-expressions, uninhibited by grammar "hang-ups." Some students have had their writings so over-corrected that they are terribly afraid of making mistakes; hence, they are reluctant to write anything. One student said of his high school English experience, "By the time that teacher got done drawin' red lines on my paper, it looked like a road map." The notebook allowed him to express his feelings without criticism. On numerous occasions, students were referred to the counselor because of personal problems revealed to the instructors in an individual conference setting or a notebook entry.

In the speech component, at the beginning of the semester, in order to dispel anxiety and fear, the instructors encouraged students to participate in describing each other: the students gave descriptions or their first impressions of the teachers and the teachers did likewise. This is aimed at breaking down certain barriers and breaking through some inhibitions. It helps to establish the "we" feeling and allows students to gather the "know-how" needed to negotiate the system. Drake (1965) writes that marginal students do not have the "know-how" needed to negotiate the system.

Sophisticated equipment like the videotape and the television helped the students acquire a sense of importance when used at the "moment" of psychological readiness. This setting was highly motivating for students who enrolled in speech.

The social science instructor taught one course for credit each semester, the enrollment was restricted to ASC students. The instructor also assumed a supportive role with ASC students who elected to take social science courses taught by other teachers. The ASC's social science teacher got to know her students well, and soon became aware that many of them elected social science courses not only because they were required but also to document their search for identity. This was particularly true of those who chose the course, "The Black Experience." Being sensitive to the magnitude of the need to search for identity, the instructor assisted the students in research, encouraged the use of outstanding resource people, and utilized an infinite volume of media and materials.

The instructors in English, speech, and social science encouraged students to use the Center's library of carefully selected books. Many students reported that autobiographies and many of the novels (The Autobiography of Malcolm X and The Spook Who Sat At the Door to name a few) were especially helpful to them in very personal ways.

Though the mathematics is a course to be chosen from among six scientific electives, approximately 50% took college algebra and/or trigonometry. The students were surprised to learn that the mathematics classroom setting did not conform to any preconceived model of a typical class setting. Informal methods of instruction were used to introduce new materials. Since some students do not get the most from formal lectures, the teachers involved students in role playing; the teachers and students interchanged roles.

In addition to the regular classroom sessions, the students met twice each week for problem solving sessions. During these sessions, students who understood the method of solution for a particular problem helped other students who found it difficult. This enhanced self-concept for those who understood and it expressed caring for those who got the extra help. Any student who scored less than 80 on a test was allowed to retake the test trying for a minimum score of 80. The instructors exempted from final examinations any student who consistently maintained an average of "B+" or above.

Students experienced changes from negative to positive attitudes toward mathematics with resulting positive changes in attitude toward self.

Role of the Counselor

The counselor's role was one of a helping relationship with concern for the total welfare of Academic Skills Center students. Resident in the nature of the counseling role are qualities like empathy, acceptance, and confidentiality. The teacher's role may at times embody these same qualities, but at some other times the teacher must evaluate students to determine whether they have reached a certain level of academic achievement. In contrast, the counseling relationship does not involve judgement of behavior nor evaluation of academic performance. Hence, the counseling relationship is free from being threatening to students.

It is the responsibility of the counselor to know the student "well" and to know the culture out of which he comes as it (the culture) influences his behavior and life style. Marginal students, whom it is the Center's responsibility to serve, usually have experienced thwarted needs, failures and frustrations of various kinds. For them, reaching short-term goals is often more important than reaching more

rewarding long-term goals. Then it becomes extremely important for the counselor to help the students assign the proper value to both kinds of goals. Moreover, motivation to achieve is contingent upon the concerted efforts of instructors, as well as the counselor, to help students re-educate their feelings and attitudes toward self and school.

Group Guidance and Counseling

Group guidance and/or counseling took place in two settings: Freshman Orientation classes on the campus and informal group sessions in the home of the counselor. Freshman Orientation, a one semester hour course, is required of all beginning students at the University. However, students assigned to the ASC were also assigned to those sections of Freshman Orientation which were reserved for and restricted to ASC students. The reason for this action is: It is felt that the student's adjustment to the Center is enhanced if they are taught by Academic Skills Center counselors. Moreover, it is belived that ASC counselors are more knowledgeable about the Center's philosophy, objectives, personnel, etc.

The orientation classes were, in fact, group guidance sessions with more emphasis placed upon guidance education (for problem prevention) than upon correction (therapeutics). Gordon (1968) suggests group counseling as a way to improve self-concept and change self-image. The course syllabus, used by all freshmen, ranged in its scope from the development of basic study skills to career planning. The only exception was the addition of a unit on the Academic Skills Center.

The setting for orientation is somewhat unusual. Students readily respond to stimuli like popular music and art (paintings). The first two sessions are spent in getting acquainted. In subsequent sessions, students indicated the areas of their interest and organize themselves into groups to prepare to research those areas and later to make reports to the entire class. Academic success, drug use problems, pregnancies, and loneliness were some of the areas in which students indicated an interest. Their reports were done in the form of group discussions and role playing. The group reporting on "Love and Sex" constructed a questionnaire which they circulated among the freshman class. The counselor invited resource persons who are authorities on the drug culture, venereal diseases, etc., to some classes.

At the end of the semester the students were asked to submit an evaluation of the orientation class. The following are excerpts from four evaluation papers. They are representative of the majority of opinions expressed by the total enrollment:

> Response I: Freshman Orientation was a very interesting course. It helped me to adjust to college and to solve some of my problems. Sometimes when I had a problem, I did not have to go directly to the counselor to get help. I got the answer indirectly from discussions in class.
>
> Response II: In my opinion the course objectives were revelant to the times. We talked about problems that confront many of us – things such as religion, premarital sex, drugs, the Vietnam war and more. I think this was very helpful.
>
> Response III: . . .one main discussion I enjoyed was adjustment in college [this probably applies to a filmstrip titled, "I Wish I'd Known That Before Going To College" as the course was ultimately adjustment oriented] and learning how to study. . .my study habits became much better, and I began to feel more at ease about meeting responsibilities.
>
> Response IV: I would have enjoyed the class more if we had used more films. They were the most helpful for me.

Even though valuable audio-visual equipment was available, transporting it to the classrooms became a problem which resulted in reducing, not terminating, the use of it. Class attendance was exceptionally good and interest seemed high. Many individual counseling sessions evolved from the group sessions.

Individual Counseling

One-to-one sessions between the counselor and individual students developed out of concerns expressed in numerous settings: orientation classes, regular classes, and sessions independently initiated by individual students. Many individual conferences were as advisement

oriented as they were counseling oriented. Clarifying objectives and goal setting claimed a great portion of the counselor's time; while concerns such as grades, study schedules, pregnancies, student-teacher relationships, communicating problems to parents, and identifying with the Academic Skills Center claimed the remaining time. Students felt free to call the counselor at home and often did.

In addition to responsibilities previously mentioned, the counselor's involvements ranged from job placement to assisting students to fill out income tax returns and financial aid forms.

Students were always encouraged to believe in their worth; to be sensitive or aware of their successes; and to be objective and realistic in understanding self.

Behavior Modification Through Non-Academic Activity

It was felt that any time students participated in determining policies and practices which governed the program, it was a self-appreciating experience for them. It was further believed that this kind of sharing of ideas facilitated communication and cohesion. So, the students were encouraged to organize a Student Advisory Council (SAC) which addressed itself to infinite concerns related to the Center's functioning. The Council consisted of two representatives from each class, plus the director and the counselor who acted as liaison persons.

It is through the SAC that the staff and student body were kept attuned to each other's concerns. The Council's agenda included concerns like course content, student evaluation, teacher evaluation, student-teacher relationships, and social activities.

As anticipated, the Student Advisory Council is extremely helpful in keeping channels of communication open.

The bulletin board in the Center is a source of recognition of student achievements or outstanding talents; it is utilized throughout the school year and often contains newspaper articles about ASC students. Students' poetry and essays are posted in the ASC corridor. The area around the bulletin board became one of the places where students gathered.

Because of the kind of concern the staff expressed for student well-being, they (the students) experienced a sense of community, a feeling of esprit de corps.

Guidance and counseling are essential, absolutely inexpendable, in a program which purports to motivate marginal students to maximize the development of their intellectual and social potential. Since marginal students are described as those who have experienced failures and frustrations in school and in life, it is realistic, then, to expect to have to re-educate their feelings and attitudes toward self and school.

The entire Center personnel is oriented toward the "guidance point of view." Consequently, they accept ASC students as unique individuals of worth; and express concern and respect for their total welfare. Stated in the broadest terms, the Academic Skills Center program is designed to provide an integrated experience for its students. That is, while they are helped to acquire the necessary academic skills to survive in college, they are also experiencing the fulfillment of basic needs so that they can become self-understanding, self-reliant, and ultimately self-actualized.

EVALUATION

In the final analysis, the value of this or any program may be judged according to the degree to which its outcome reaches its objectives. The measurable objectives for the Academic Skills Center are:

1. whether or not less abled students as measured by the SAT test are remaining in college

2. the level of academic success enjoyed by those students who are remaining in college.

The success of those students who entered the Academic Skills Center during the fall of 1968 will be compared with the success of those students at North Carolina Central University who did not enter the Academic Skills Center. In short, the academic success and the retention rate of those students entering the Center will be compared with the retention rate and academic success of their fellow classmates who were not required to enter the Academic Skills Center.

Table 1 and Figure 1 present numbers and percentages of the regular freshmen and the ASC freshmen for the categories of dropouts, continuers, and graduates.

The dropout category includes all students who did not remain at the University for four years. The continuers are those students who after four years are still enrolled and lack enough semester hours and/or quality points for graduation. Graduates are those students who graduated after eight consecutive semesters.

A closer examination of Table 1 reveals that the dropout rate of ASC students is slightly higher than that of the regular students; 48.92% as compared to 40.27%. The percentage of students still in school after eight semesters is higher for those students who entered the Academic Skills Center than for the regular freshmen; 20.86% compared with 13.82%. This is due in part to the policy that ASC students were limited to 12 semester hours each semester of their freshman year. The normal implication of this policy is that ASC students must either attend summer school or spend an extra semester to reach the baccalaureate degree. The category of graduates are those who graduated after eight semesters. The percentage of regular freshmen with 5.89 is somewhat higher than the 3.21% of ASC freshmen who completed their baccalaureate degrees in eight semesters.

Table 2 and Figures 2 and 3 show the mean grade point averages for regular and ASC students by semester for students who graduated and for continuing students. The combined mean SAT score for each group is also presented.

From Table 2 and Figure 2, it is evidenced that the regular student enjoyed a slightly higher grade point average for the eight semesters than his fellow classmate who was in the Academic Skills Center during his freshman year. It may be further observed that the discrepancy was greater during the first semester than either of the other semesters. In observing each group's SAT score, 739 for the regular student and 643 for the ASC student, one would expect a greater discrepancy in the grade point averages than observed. The lack of discrepancy is due in part to the attitude instilled in the learner by the Academic Skills Center. This is evidenced by the greater discrepancy occurring during the first semester of the freshman year.

Table 2 and Figure 3, display that the continuing regular student had a higher grade point average than the continuing ASC student. A closer examination of Table 2 and Figure 3, reveals that the discrepancy

TABLE 1

RETENTION RATES BY NUMBER AND PERCENTAGES FOR EACH CLASSIFICATION OF THE REGULAR FRESHMAN CLASS AND THE ACADEMIC SKILLS CENTER STUDENTS

Classification	Regular Freshman		A.S.C. Freshman	
	Number	Percentage	Number	Percentage
Entered	658	100	139	100
Dropouts	265	40.27	68	48.92
Continuers	91	13.82	29	20.86
Graduates	302	45.89	42	30.21

TABLE 2

MEAN GRADE POINT AVERAGES FOR REGULAR AND ACADEMIC SKILLS CENTER BY SEMESTER FOR STUDENTS WHO GRADUATED AND FOR CONTINUING STUDENTS. THE COMBINED MEAN SAT SCORE FOR EACH GROUP IS PRESENTED

Semester	Graduates		Continuers	
	Regular	A.S.C.	Regular	A .S.C.
1	2.36	2.16	2.12	1.63
2	2.46	2.32	2.03	1.70
3	2.40	2.37	1.89	1.75
4	2.42	2.36	2.03	1.60
5	2.42	2.34	1.91	1.73
6	2.55	2.44	2.13	2.04
7	2.69	2.51	2.25	2.21
8	2.81	2.80	2.19	2.38
Combined Mean SAT Score	739	643	753	658

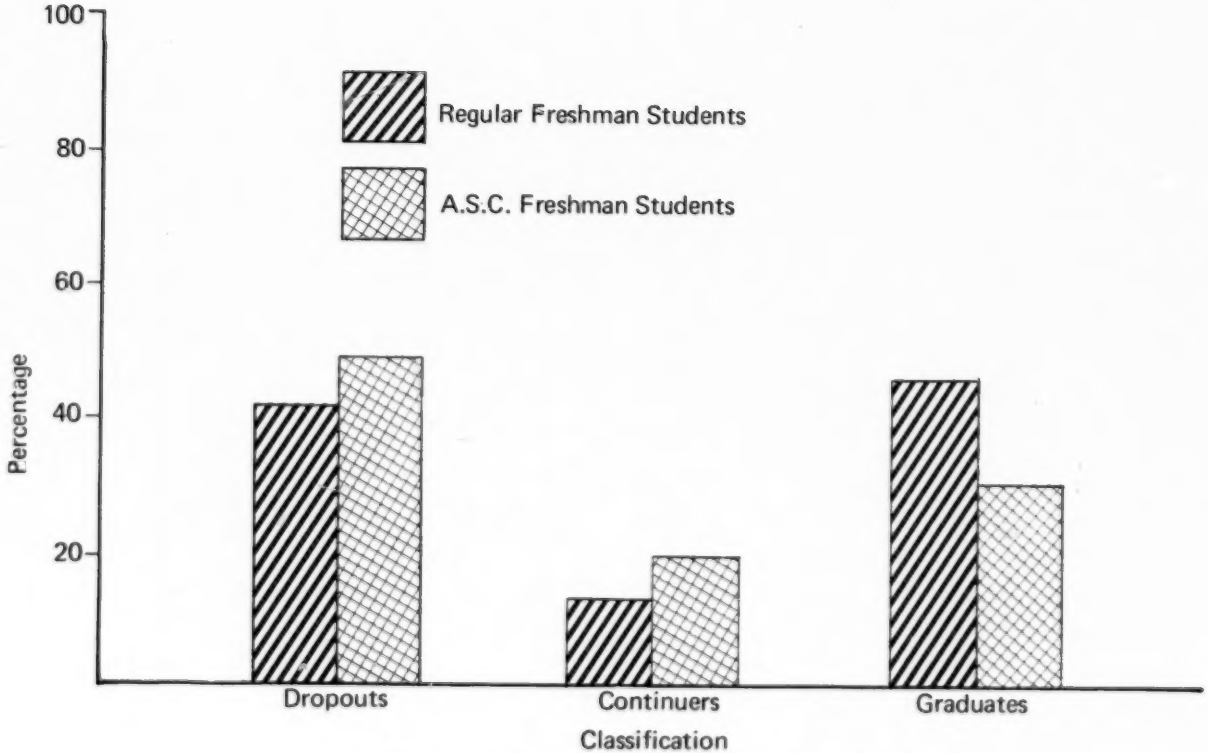

Figure 1. Percentages of attrition rates by classification for Regular freshman and Academic Skills Center students for the 1968 freshman class.

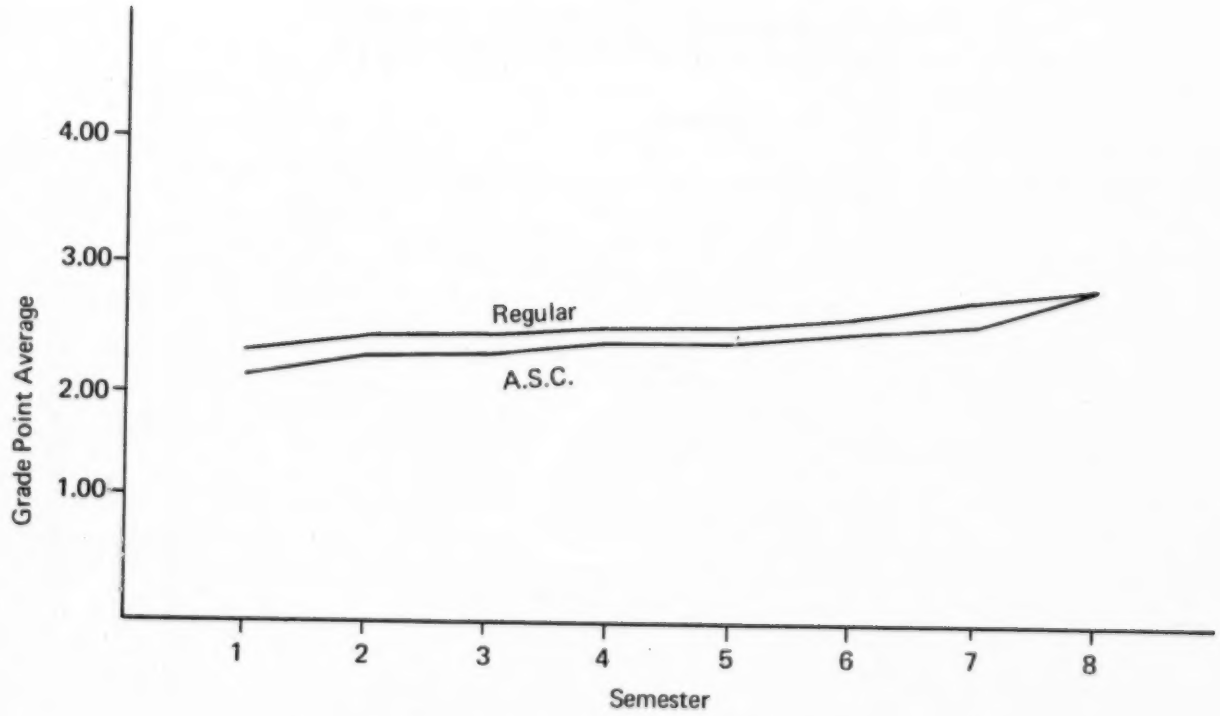

Figure 2. Grade point averages by semester for Regular and Academic Skills Center students who were freshmen in 1968 and graduated in eight (8) semesters.

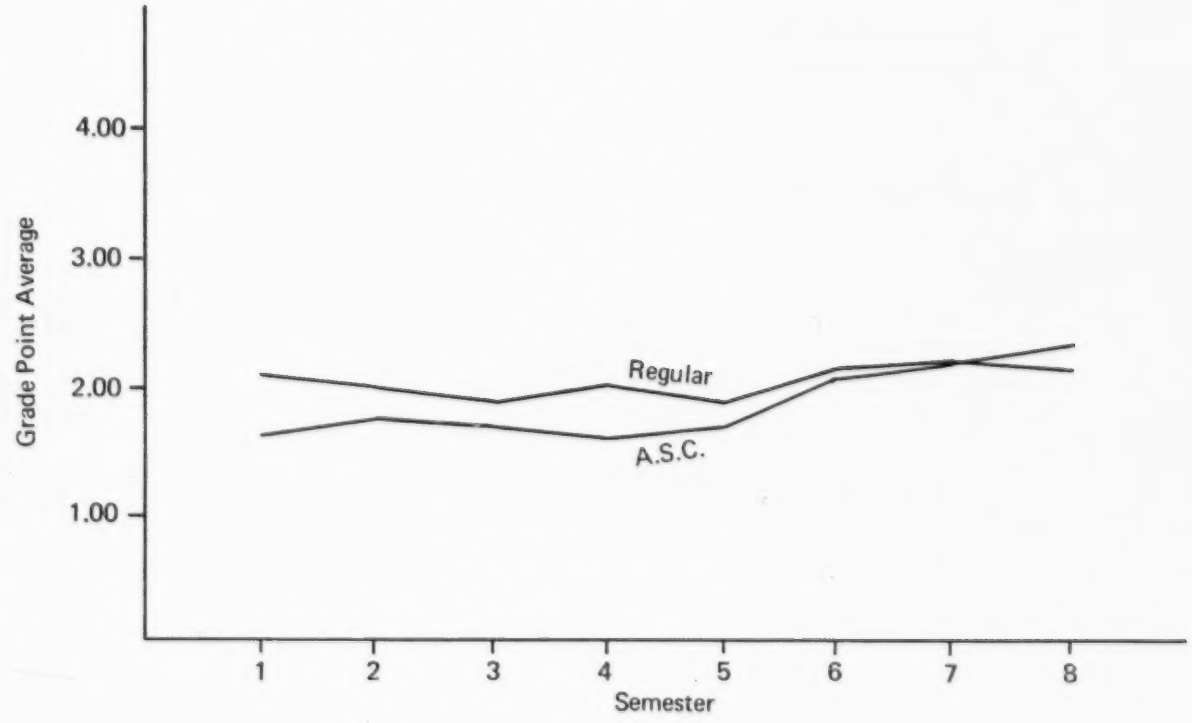

Figure 3. Grade point averages for continuing students by semester for Regular and Academic Skills Center students who were freshmen in 1968.

for the continuing students was greater in the first semester than in any of the remaining semesters. This is due in part to the attitude towards learning instilled in students by the Academic Skills Center. The discrepancy in the SAT score of each group of continuing students is not totally reflected in the grade point averages.

SUMMARY

In summary, more than 50% (51.07) of the freshman class entering the Academic Skills Center in 1968 either graduated from or are still attending North Carolina Central University after eight consecutive semesters. The mean SAT score for the total group of ASC students is 649. Of the regular freshman class who entered in 1968, 59.71% either graduated or remained enrolled at North Carolina Central after eight consecutive semesters. This group had a mean SAT score of 742. The mean accumulative grade point average at graduation for the regular students who entered in 1968 is 2.50. They entered with a combined mean SAT score of 739. The mean accumulative grade point average at graduation for ASC students who entered in 1968 is 2.40. They had a combined mean SAT score of 643. The grade point average discrepancy between regular students and ASC students is greater during the first semester's work than any other period in their college experience. In conclusion, students entering college with a low SAT score are able to achieve as well academically as regular students if they are given:

1. the opportunity to achieve
2. the opportunity to enjoy a helping relationship with their instructors during the initial orientation to college life
3. encouragement in internalizing learning experiences
4. feedback on their progress at constant intervals
5. an understanding that a follow-up of their success or failure in college will be made

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A STUDENT SUPPORT SERVICES PROGRAM

Benny J. Pugh

The notes herein contained are specifically written for the Cooperative Academic Planning summer workshop which took place June 4-13, 1973, at Bishop College in Dallas, Texas. They explain the Student Support Services Program at Fisk University—a comprehensive counseling and academic support effort which places particular importance on meeting the college needs of low-income, so-called disadvantaged students.

The remarks which follow center on the first year of the three-year-old program. It is felt that this approach might be most beneficial to those persons who are contemplating the development or reorganization of student services similar to those discussed in this paper.

The Fisk University program is not being held up as an example or a model effort. Rather, some aspects of the service have worked fairly well and others have been less successful; both will be touched on here. It is sincerely hoped that some aspect of the program description will be beneficial to some of the workshop participants.

The Student Support Services Program at Fisk University was formally begun as such in July of 1970. Prior to that time, two of its components, the Personal and Social Counseling Center and the Office of Career Planning and Placement, were services of the Office of Student Affairs (student personnel). However, key administrators at the university felt that it was time to consolidate more closely and to coordinate the various counseling services then being offered. Also, several of the same administrators were concerned that the numerous low-income, so-called disadvantaged students being admitted to the university were not at that time receiving full supportive services "specifically designed to meet their particular needs." In deference to those departments which were offering the support services prior to 1970, the English, mathematics, and foreign language departments were sponsoring very successful laboratories for those students needing to strengthen themselves in those disciplines. And, today, the Student Support Services Program attributes a large portion of whatever success it enjoys to the continued good relationship it has with those academic areas.

In addition to those services previously mentioned, the Student Support Services Program (SSSP) consists of the following: a Special Services Project; an Upward Bound Project; and a Cooperative Education Service. All components of the program will be briefly described at another point in this discussion.

THE SSSP PHILOSOPHY

Unlike many other educational programs, SSSP was afforded the luxury of being able to bring a relatively new staff of a spanking brand new service together so that they could jointly set the philosophy by which the offering would be guided. At the workshop where the program first began to take form, the staff commonly agreed that any philosophy decided on must be a simple one. Basically, the consensus of that gathering was that they would offer themselves and a set of highly professional services to all the students of Fisk University, toward the end of assisting the latter to derive the most from what has come to be known as the Fisk Experience. In short, it was agreed that SSSP would exist to touch students in a positive, supportive manner as they engaged in the various facets of college life—academic, social, and personal. It was at that time acknowledged that students might require the SSSP services in greater or lesser amounts; therefore, it was further decided that though all services would be offered on a university-wide basis, special and priority emphasis would be placed on meeting the needs of low-income, so-called disadvantaged students. Thus, since students and their needs differ so greatly and change from time to time, it was decided that program objectives, which are greatly subject to change, would be emphasized over philosophy.

Finally, the staff, having become aware of some of the practices of the numerous educational opportunity programs that sprang up around the country in the sixties, agreed that those services for the so-called disadvantaged students would be thoroughly integrated with the university-wide offerings. There would be very little or no chance of any stigma being associated with the services to be offered. It was correctly felt that SSSP would have something to offer the poor and the well-to-do—the academically able student and the person who required extra help to succeed at Fisk.

OBJECTIVES OF SSSP

When the program staff came together to begin the planning of the first year's work and to set the general philosophy of the service, it was agreed that some form of systems management or management by objectives would greatly facilitate the implementation of the offering.

However, the staff found themselves generally restricted from employing the most basic element of management by objectives—needs assessment. Though only roughly familiar with the basics of systems management, the staff realized that in assessing the needs of anyone you first ask him what it is that he needs. In the case of SSSP this was not possible; the students had not returned from summer break. Thus, the staff undertook to set rather general, first objectives for the program—the first of which was a pledge to engage in assessing the needs of the students with the students themselves. Other first year SSSP objectives follow:

1. It was decided that in order for the program to be effective it would have to be understood and accepted by most of the on campus personnel. Therefore, the staff set out to thoroughly acquaint faculty, students and administration with the purpose of the program.

2. It was agreed that the staff would work toward involving a significant number of parents in the work of the program.

3. It was decided that each student in academic difficulty and each low-income, so-called disadvantaged student would be individually contacted on at least a weekly basis, so as to monitor his progress and to recommend whatever assistance that might be appropriate.

4. The staff agreed that they would seek full financial aid packages for those low-income students who met the federal government poverty criteria.

5. It was agreed that some low-income, so-called disadvantaged students, who met the criteria mentioned above would probably need a minimum of two years to adjust to the

demands of college living. Therefore, the staff set out to convince the administration that all such students should be allowed to remain at the university with financial aid for a minimum of two years.

6. The staff agreed to work toward encouraging students to attend classes on a more regular basis.

7. It was agreed that the staff would endeavor to assist underclassmen complete general education course requirements in their first two years of college.

8. Through the teaching of a year-long required freshman orientation course, the staff sought to thoroughly familiarize all freshmen with pertinent information about the university and the community.

9. The staff felt that it would be worthwhile to engage a large number of the student body in community-assist activities.

10. Finally, the staff agreed to attempt to personally contact as many non-project students as possible over the period of the first year.

In addition to the above-listed rather general objectives, each SSSP component and, in fact, each staff member decided on more specific aims and standards for themselves and the respective areas.

THE SSSP SERVICES

The various components of SSSP have been changed, refined and hopefully strengthened over the last three years. Initially, the program consisted of the following services: Career Planning and Placement; Personal and Social Counseling; Special Services Project; Writing Laboratory; and a Community Involvement Team. Over the period since July, 1970, some services have been transferred to other areas of the university, and currently the program consists of the following offerings: Career Planning and Placement; Special Services Project;

Personal and Social Counseling; Cooperative Education; and an Upward Bound PROJECT. The Writing Laboratory is now coordinated by the English Department, and the work of the Community Involvement Team has been incorporated with the Urban Affairs Institute on campus.

Following are brief descriptions of the present SSSP services.

Career Planning and Placement

The oldest of all SSSP offerings, this component places major emphasis on the career planning aspect of its function. Recently, it has made a conscious effort to escape the belief that its purpose is to work with just senior students when it is time for them to seek employment or further educational placement upon graduation. Rather, the service has striven to meet the needs of all students—from freshmen through graduate students and including alumni. It exists to familiarize students with employment trends; to assist students in selecting major courses of study; to acquaint students with requirements for entry into particular career fields and areas of graduate and professional study; and to assist students to develop those interview, letter writing and application skills which are so vital to actually getting the positions or post-undergraduate educational placements they seek. Major emphasis is placed on making wise career and educational choices; and this service works very closely with the department chairpersons on campus and is responsible for coordinating the campus recruiting effort. The service is also responsible for developing part-time and summer employment opportunities for students.

Personal and Social Counseling

This center, which is the second oldest of the SSSP services, represents that quiet, warm place on campus where a student may go and feel free to discuss concerns of a personal or social nature. The service houses a well-trained, sensitive staff which is well versed in both individual and group counseling techniques. The service takes great pride in its reputation of being able to offer Fisk students an atmosphere of concern and confidentiality. One of the latest additions to this service is the drug-abuse information aspect. It was decided that rather than establishing a separate drug program, the Counseling Center

staff would receive additional training in this area and then simply treat persons with drug problems as they would anybody else with any other serious problem. The efforts of the staff are augmented by psychological and psychiatric services offered at the Meharry Medical and Dental College which is located across the street from Fisk.

Special Services Project

Funded by the Department of Health, Education and Welfare, this service is specifically designed to meet the educational needs of low-income, so-called disadvantaged students. The project serves 200 such students and offers a Reading and Study Skills Laboratory, tutoring, academic counseling and a textbook service among other efforts. All project students are admitted to the university for a minimum of two years, and all receive full financial aid packages. There is a conscious effort made to assure that no stigma is attached to those students who participate in the project; and to date this objective is being successfully realized. On a secondary basis, the project is permitted to serve any student at the university—rich or poor, academically able or deficient—and, thus, it becomes very difficult to distinguish between project and non-project students. Academic counseling consists of helping students resolve academic difficulties, select proper courses and course loads, and setting realistic academic goals. Tutoring is set on both a one-to-one basis and by groups; and all tutors are students who are first recommended by departmental chairpersons. The Reading Lab is well equipped with both hard and soft ware and is staffed by well-trained professionals.

Cooperative Education

The youngest of all the offerings, Cooperative Education is just ending its second year of existence on campus. Its purpose is to place students in full-time employment situations which are directly related to their area of major concentration. Co-op students alternate semesters of study with semesters of employment, and may also take advantage of summer co-op's. Three hours of academic credit is given for a semester off campus, and one hour is given in the summer. Students receive full pay when out on co-op, and are given the opportunity to make major decisions for themselves regarding housing, food, etc. This type of exposure assists the student in his personal and

academic development, and helps him to make a wiser career choice—among other advantages. The university also benefits inasmuch as space in classrooms and residence halls is "increased" when students leave the campus for co-op assignments. Also, the faculty may benefit from the new approaches in the world of work which are often brought back to the classroom by the co-op student. Finally, in this latter regard, faculty persons are encouraged to visit students on co-op site so that they may evaluate the students' contribution and exposure as well as witness the latest developments in business, industry, agencies, etc.

Upward Bound

Also funded by the Department of Health, Education and Welfare, the Upward Bound Project is designed to work with local high school students who have college potential but who, nevertheless, need to be strengthened in certain academic and personal areas. One hundred such students are brought to campus during evenings and weekends of the regular school year, and on a full-time basis in the summer. During the summer, they actually live in the residence halls and otherwise participate in all the offerings and activities of the university. Both during the regular academic year and the summer, Upward Bound students are taught core courses in science, social science and English. They also receive expert counseling and developmental help in reading. Additionally, they engage in cultural and recreational activities. Upon graduation from high school, most of the Upward Bound students are placed in a post-secondary institution which, hopefully, will meet their particular educational needs. The Upward Bound staff assists the students in selecting and applying to several institutions, and also attempts to assure that they are admitted to the college or other school of their choice—with financial aid. All Upward Bound students must also meet the federally established low-income criteria which Special Services Project students must satisfy.

Additional Program Duties

In addition to the five specific areas described above, the Student Support Services Program is engaged in coordinating Freshman Orientation Week, teaching a semester-long course to all freshmen, assisting with the pre-registration and registration of all students, and still is involved in a limited way with certain community-assist efforts.

Implementation of the Program

As earlier indicated, the initial approach to implementing the services of SSSP was through Management by Objectives (MBO). And though there is no real need to go into detail about MBO at this time, Frank Sandage of Morehead State University in Kentucky lists the following as minimum steps that should be taken when considering the use of systems management:

1. Conduct needs assessment
2. State specific, measurable goals (objectives)
3. Determine goal priorities
4. Operationalize goals
5. Identify functions
6. Relate functions to goals
7. Evaluate program

Obviously, the above-listed seven points only begin to scratch the surface of the MBO system, and, certainly, much more attention will need to be focused on the subject before any attempt is made at applying it to an actual program.

Within the above system, the SSSP staff divided all the Special Services Project students and those regular university students in academic difficulty by the staff's total number. There were approximately 300 students in the combined categories, and there were twenty SSSP staff persons. The ratio of students to staff was 15:1, and each staff person, therefore, was assigned fifteen students to work with on a personal basis. The staff agreed to look after the students' academic, personal and social concerns. Obviously, no one staff person possessed the expertise to effectively deal with any student's total needs on a singular basis; but through the SSSP referral process it was found that the staff persons could and actually did do a highly creditable job of getting students most of the attention they seemed to

need. These staff persons had been carefully selected on the bases of formal training, commitment to serving so-called disadvantaged college students, and on their own backgrounds which, hopefully, somewhat resembled those of the students with whom they would be working.

Additionally, particular emphasis was and is still being placed on expertly conducted in-service training, and staff development kinds of activities. A large number of the staff actually enrolled in formal courses, and, additionally, monthly seminars were held which involved the entire staff. Often consultants were brought in to conduct the sessions, and more frequently, staff from within the program who possessed particular expertise were asked to serve as resource persons. Also, three regular staff workshops are held during the year: before school begins in the fall, after the first semester, and at the close of the academic year in the spring. Finally, in an effort to further establish a workable communication network, weekly staff meetings were held, and each staff member had a regular time during each week when he would meet with his immediate supervisor on a one-to-one basis.

Also, regular procedures were devised for communicating the program to faculty, students, administration and the community around the university. In this regard, a student ombudsman was employed to interpret the program to students and to bring feedback from the student body.

Concerning the actual approach to meeting the students' educational needs, there are no remedial courses taught at the university. All courses are offered for credit and could count toward satisfying the requirements for graduation.

Rather than offer non-credit courses, or courses with credit that are added to the 122 hour requirement for graduation, the approach is to counsel the weaker student to take a reduced class load and, at the same time, avail himself of the supportive services already discussed. Additionally, there is a summer enrichment program offered to those students who carried lesser loads in the regular terms. Students may or may not enroll in summer school for credit, but may take advantage of the supportive labs, tutoring and counseling if they so choose. Also, students who feel the need to be strengthened in any particular area(s) may participate in the summer enrichment program just prior to actually enrolling in the university in the fall.

Summary of First Year Results

The SSSP staff was reasonably successful in accomplishing most of the ten objectives it set for the program during its initial year. There were problems, to be sure, and some of the practices had to be abandoned, while in other instances new approaches to similar objectives were attempted. Also, the fact that three quarters of the SSSP budget is derived from the federal source made it necessary to alter the program from time to time as government requirements and funding levels changed.

Roughly all the students at the university were personally contacted at one time or another by some SSSP staff person. This was achieved through the staff's involvement in the teaching of the freshman orientation class, their assisting in the pre-registration and registration process, and through the staff's decision to operate on an open door policy. Under the latter practice, students were seen without appointments—and if they were willing to wait their turn they would be seen. This held true even after the traditional closing time of the university office.

All faculty persons were personally contacted by SSSP staff in an effort to (1) explain the purpose of the program, and (2) to solicit their much needed cooperation and support. They were asked to visit with the program, criticize it, and, if they saw fit, to refer students whom they felt might benefit from what the program was attempting.

The staff worked very closely with the Special Services Project students and all those other students who were in academic difficulty during that first year. Most were seen on a weekly basis in an effort to monitor their progress, check on class attendance, and to make recommendations regarding services they might wish to use. Some of the students were seen more often than once a week, while some in the academic difficulty category probably did not come to the program one time—except for registration, etc. Nevertheless, 190 of the 200 Special Services students were retained at the university after the first year, and approximately eighty percent of those students in academic difficulty were able to continue. In all honesty, the success enjoyed with the Special Services students was in part attributable to the university's decision to allow all such persons a minimum two-year stay with full financial aid.

Though no actual records could be kept, it is suspected that the students under discussion highly exceeded the sought after ten cut per

student maximum. The university does not compel students to attend class; therefore, attendance records are not kept as a general rule. On a questionnaire, students reported a range of class absences from 0-153, with the mean absences per student being set at twenty-three.

From the above, it has been shown that virtually all Special Services students were able to receive financial aid in amounts sufficient to meet their needs. Regarding the attempt to encourage students to engage in community-assist projects, approximately one-half of the Special Services Project Students involved themselves in at least one community effort, while virtually all freshmen at the university became active in the community. The latter was accomplished by including community involvement as a requirement for completion of the semester-long freshman orientation course. That practice has since been discontinued, because students felt that their involvement would be more meaningful if done on their own initiative.

Not as many parents of Special Services students were involved in the work of the program as had been planned, and the SSSP Advisory Board was virtually non-functioning through the first year due to conflicts regarding meeting times, work schedules of participants, etc. A good number of parents, however, were contacted either by telephone, mail, or in person, and they did provide significant input into the program. Finally, a large number of freshmen and sophomores were encouraged to complete their general studies during their first two years in residence. Three years later, this fact is becoming more and more evident as actual studies reveal a high percentage of upperclassmen who have completed the required, first two years courses, and are now pursuing their areas of major interest.

Problems of the Program

Though it is felt that generally the SSSP effort the first year was successful in terms of measurable objectives, the program was not without its problems. However, in retrospect it seems that the positive points of the endeavor far outweigh those that were viewed as hindrances. Nevertheless, some few old-line faculty persons perhaps felt that such a program had no place at Fisk University—particularly the Special Services aspect of the program. Seemingly, it was felt by at least some that such a project would attract unusually high numbers of low ability students to the university. However, most of these concerns were allayed when it was shown that after the first year, the mean

grade-point-average of the Special Services Project students (2.5) actually exceeded that of the student body at large.

Another concern that has always been with the program stems from the fact that it is so heavily supported from federal funds. With such, it is difficult at best to motivate and maintain an excellent staff, simply because there is little job security in such work. Federal administrations and priorities are subject to change, and when this happens, such programs come under the mercy of such changes. Also, even when priorities and administrations remain intact, politics often dictate that certain programs will be reduced or defunded altogether. Also, program flexibility is somewhat restricted due to the need to abide by rather stringent federal guidelines that often vary between HEW regions.

Actual statistics on the program, e.g., grade-point-averages, mean family income, SAT score averages, etc., may be obtained by writing the following address:

Director, Student Support Services Program
Box 806
Fisk University
Nashville, Tennessee 37204

PART II

SECTION C

CURRICULUM DOCUMENT PREPARATION

ABSTRACTS OF CURRICULUM DOCUMENTS

PRESENTED BY

TWENTY-ONE OF THE TWENTY-FIVE PARTICIPATING COLLEGES

SUMMARY OF THE DOCUMENTS PREPARED AT THE 1973 DALLAS WORKSHOP BY INDIVIDUAL COLLEGE TEAMS REPRESENTING TWENTY-ONE OF THE TWENTY-FIVE CAP CONSORTIAL COLLEGES

Introduction

Part of the CAP 1973 Dallas workshop time was spent by the respective college teams to prepare curriculum documents for their colleges. Groups of four and five college teams were formed and consultants were provided to assist the groups in preparing these documents. In three seminar sessions, each of the college teams presented and shared its document with other teams in their particular group.

Three points should be mentioned regarding the preparation of these curriculum documents: (1) that the preparation of the documents brought together basic ideas and thoughts generated at several departmental and faculty meetings at these colleges prior to the teams attending the conference; (2) that it was an exercise in the exploration/examination of the needs for curriculum redesign in black colleges; and (3) that it was our hope that the ideas in the document might serve as starting points for curricular change and improvement at selected black colleges.

The CAP staff hopes that the contents of these documents will provide each college team with discussion items for their faculty, administration and students. It is also hoped that each team will continue to revise, refine and edit its document with the expectation that the basic ideas expressed in the document will result in some concrete implementation in the near future. For colleges outside the CAP consortial group, the summaries of these documents might enable them to identify curricular problems which confront them and offer an approach to the solution of such problems.

Since the general objective in preparing the curriculum documents was to provide the participants the opportunity to share common problems/thoughts about curriculum revision and improvement at their respective colleges, the documents so prepared in no way reflect the colleges' policies, plans or recommendations. Generally, the teams viewed the preparation of the documents as an opportunity to give special attention to immediate and long range plans of their colleges.

There was a clear recognition that the CAP office serves only in an advisory role and it is the responsibility of each institution to work out its own line of action by identifying its own problems, setting its own priorities and attempting to solve its own problems in the light of its own philosphy, traditions and resources. The documents, therefore, reflect diverse attempts at curriculum improvement at each of the consortial colleges. In summarizing the documents, names of the colleges have been omitted deliberately and letters substituted as labels.

What follows is an attempt by the college teams to summarize in one paragraph or more the essence of each of the twenty-one (21) documents prepared at the CAP 1973 Dallas Workshop.

COLLEGE A

Title of Document: A Revision of General Education Using Inter-Disciplinary Approach.

Summary of Document: This curriculum document addressed itself to a proposal which would help reinforce basic student strengths and minimize student weaknesses which were revealed during a recent Self-Study at College A. Major curricula must be supported by a sound foundation of general education; however, it was concluded, among other things, that the existing program did not always cope with the problems of the college's clientele. The study verified weaknesses in (1) self-expression, (2) ability to organize, analyze, and synthesize information, and (3) ability to digest subject matter. In addition, students exhibited a low concept of self-esteem, a history of failure with little confidence in success. The study led to an apparent need for revision and/or restructuring of the core general education courses in order to provide more viable college and non-college experiences.

An inter-disciplinary approach was recommended which would focus attention on:

1. Developing ability to write, speak and listen effectively with Reading Laboratory and Writing Laboratory as supporting services.

2. Emphasizing analytical thinking.

3. Developing inquiry-oriented minds.

4. Developing ability to correlate learning concepts and experiences in diverse disciplines.

5. Providing a wide variety of reading options.

6. Seeking opportunities for informal learning experiences, i.e., field trips, tours, seminars.

7. Providing audio-tutorial experiences.

8. Building in student successes.

9. Focusing direction toward achieving competency-based education.

The new basic studies program would include:

Humanities: Fourteen semester hours
- Communication (Eight semester hours)
- Creative Arts (Six semester hours)

Mathematics and Natural Science: Nine semester hours
- Integrated Science (Six semester hours)
- Mathematics (Three semester hours)

Social Sciences: Six semester hours
- Social Institutions (Six semester hours)

Orientation: Four semester hours
- Student Adjustment (One semester hour)
- Physical Education-Health (Three semester hours)

COLLEGE B

Title of Document: Revision of General Education Program.

Summary of Document: College B's plan centers on revising (1) general education, (2) major field requirements. This is necessary because of the financial and educational deficiencies of many students. The faculty has been surveyed on the subject and that survey guided this plan. Faculty recommendations were (1) business education; (2) recreation; and (3) social services. Difficulties in the new program center around methods and departmental objections. A systematic approach has been followed.

Some changes are already underway—freshman studies, recreation major, social work courses, minors, transfer credits, and grade scale change. Others are now under consideration. There are no plans to drop the College's traditional Christian orientation.

Since many changes have been initiated already, this is a time for evaluation to begin. College B must press forward along these lines. College B requests continued inclusion in the CAP meetings and consultation to help with the evaluative process. By this method, College B hopes better to serve the students and the community.

COLLEGE C

Title of Document: Concurrent Enrollment Program for Talented High School Students.

Summary of Document: Recognizing the need for providing an accelerated program for talented high school students at College C, the team members designed a concurrent enrollment program. This program will identify and attract twenty talented high school juniors and seniors from the area. These students will have an opportunity to accelerate their college program while completing high school requirements. Selection of students will be based on counselor and/or principal recommendation and on criteria for eligibility as established in the document. Students registering in the concurrent enrollment program will be advised as to course requirements for a major and minor in a particular area of concentration. Upper level talented college students will serve as tutor-counselors in the program. A student participating

in the program may earn a maximum of 12 semester hours college credit. All credits earned in the concurrent enrollment program may be used to fulfill degree requirements at College C. All students will receive a stipend to assist in paying tuition.

COLLEGE D

Title of Document: A Proposed Analysis of the Undergraduate Curriculum with Special Emphasis on the General Education Program.

Summary of Document: College D feels that curriculum analysis at this juncture is critically needed in order that the institution can continuously refine and revise the long-range plans that it is in the process of formulating. It is also necessary to take an in-depth look at the environment being changed and profiles of the students for whom this learning environment is being changed. This analysis would also enable the diverse units to promptly assess the directions they are taking in regard to the purposes of College D. Phase I of the curriculum analysis will be confined to the general education program and will gather pertinent statistical data on each student who enrolls in the program during his tenure at College D.

COLLEGE E

Title of Document: A Proposal for the Revision of the Foundation Program of College E.

Summary of Document: This proposal for the revision of the Foundation Program is being developed in an effort to introduce more flexibility, and add incentives for students to select more courses of interest to them.

The present Foundation Program consists of forty-six semester hours which are required of all students. Ten areas are covered in this program. These are Communication, Mathematics, Humanities, Science, Religion, Literature, Psychology, Physical Education, Social Studies, and Home and Family Living. Specific courses are designated to meet these requirements. The structure of this program is rigid, therefore it does not allow many options in course selections.

The present Foundation Program will be reviewed. This review will include: a study of the influence of the state of Tennessee certifications

requirements, the entrance requirements of graduate and professional schools, the General Education requirements of selected business and industrial firms, and the General Education requirements of colleges similar to College E. Based on the results of this review, recommendations will be made in an effort to increase relevancy and effectiveness of the Foundation Program.

Additional recommendations will include the following:

1. Instructors should use more innovative approaches to provide effective and meaningful experiences for students.

2. A grade of "I" (Incomplete) should be given to any student who does not fulfill course requirements, or performs below a grade level of "C".

This document will be refined and presented to the faculty and administration during the pre-school conference in August 1973. In the fall, the input of faculty, administrators, students and consultants will be utilized to prepare the final document. The team will recommend the implementations of the revisions in communications and mathematics in January 1974, and the remaining changes later in 1974.

COLLEGE F

Title of Document: Proposal for Co-operative and Adult Education Programs at College F.

Summary of Document: College F has recently become a state-related institution. This change in the governance of the college calls for increased educational services to students of all ages in the state.

The Curriculum Committee, as a long range objective, recommended to the faculty that College F continue as a liberal arts college and this was approved by the faculty at its May, 1973 meeting.

The Curriculum Committee as a result of a recent area survey recommended an "extended day" program to serve the 300 area students who expressed an interest in coming to College F.

This CAP team recommends: (1) That each department chairman appoint a coordinator immediately to implement this demand for services not later than the second semester of the 1973-1974 year. (2) That

the Curriculum Committee and the Educational Committee see that released time be given for the departments interested to consider cooperative education as a means of greater service to the state. (3) That use of Title III funds, CAP funds or other sources be found to provide departmental consultants to study College F's cooperative undertakings. (4) That a self-supporting Summer school begin in the Summer of 1974 after surveying the students' needs and the appointment of a Director of Summer School. (5) That the several departments at College F undertake the study of performance-based competencies and behavioral objectives as well as credit assigned for experience (e.g., the Open University—University without walls). (6) That the Curriculum Committee examine the original document from which this abstract is made for specific ways to reduce student attrition.

COLLEGE G

Title of Document: A Proposal for a Writing Clinic at College G.

Summary of Document: For a number of years the faculty and administration of College G have viewed with growing concern the low level of performance in written communication which is characteristic of a large percentage of the student body. Several steps have been taken in an attempt to meet the needs of students in this area. To date, none of the attempted programs have proved successful. Thus, the need for a writing clinic has been established.

The proposed clinic will be housed in the Academic Skills Parlor and will be staffed by competent instructors assisted by upperclassmen with superior writing skills.

The clinic director will schedule working hours for the instructional staff and will assist clinicians with the scheduling of participants who will be chosen from students who score below the norm on the American College Test, failures in freshman English, referrals, and volunteers.

A battery of tests will be administered to participants prior to, during and subsequent to their enrollment in the clinic to assess weaknesses and progress. The results of these tests will also indicate the effectiveness of the clinic's program. Periodic progress reports from the staff, participants, and classroom teachers, buttressed by a follow-up

study on the participants, will allow for a qualitative assessment of the success of such a program.

COLLEGE H

Title of Document: Curriculum Revision: A Plan for Implementation.

Summary of Document: A careful examination of the academic program at College H revealed that it was not likely to achieve its goal of producing men educated in the liberal sense. Consequently, the obvious thing to do was to develop a curriculum design that would be most suitable to the needs of the student of today in line with the philosophy and aims of the college.

After detailed study of the curriculum, the Committee on the Academic Program received approval from the faculty of the following recommendations:

1. Increase the total general requirements from 50 semester hours to 60 semester hours.

2. Award academic credit for remedial courses in reading, mathematics, and English, but do not count the credit toward the 124 hours required by the College for graduation.

3. Make introductory courses in Political Science, Economics, Sociology, Religion, Philosophy, and Psychology available to freshmen who have tested out of remedial courses.

4. Give one hour credit per semester for Freshman Orientation Programs held each Tuesday, and one-half hour credit per semester for Assembly Programs held each Thursday with grades to be on a pass-fail basis.

5. Eliminate the English Fundamentals examination as a graduation requirement.

6. Prepare four new Area Studies Programs: International Studies and Urban Studies majors, and African Studies and Caribbean Studies minors.

COLLEGE I

Title of Document: Curriculum Reform at College I.

Summary of Document: College I will continue to be a liberal arts institution primarily for Blacks. The curriculum will concentrate on the abilities and attitudes of its students and will be performance-oriented seeking to prepare the integrated man. It is expected that the integrated man will combine an awareness and appreciation of his own personal worth and independence with a sense of the interdependency of all men.

The methods of implementing this curriculum include trans-disciplinary courses, individualized instruction, better orientation and advising programs, a faculty evaluation and reward system, and an overall improvement in the learning environment.

The expected completion of this phase in curriculum reform at College I should coincide with the completion of the Board of Governors evaluation of the 16 member institutions of the College I system in the summer of 1974.

COLLEGE J

Title of Document: Competency-Based Teaching Approach for Freshmen Without the Traditional Semester Limitations.

Summary of Document: Realizing that many of our freshman students have not had the opportunity to develop to their full potentials educationally, College J feels that it has the responsibility to help them bridge the conceptual gaps they might possess.

This of course requires an individualized instructional program. We have therefore chosen the Competency-Performance Based approach as a solution to this problem.

Moreover, it is our finding that the freshmen students have to develop these skills while keeping pace with regular course requirement.

It is for this reason we propose to re-structure the traditional fifteen week semester for freshmen. The semester will be divided into two sessions. The first of which will deal with development of those aforementioned competencies so vitually needed for the student's success in college.

The second phase will consist of employing those skills in the other subject areas such as history, science, mathematics, religion, etc.

With this approach, the student with skill deficiences might have a better chance to successfully complete his freshman year.

COLLEGE K

Title of Document: A Model Cooperative Teacher Center for Developing and Implementing A Performance-Based Education Program.

Summary of Document: College K is committed to developing and refining a performance-based, personalized program for prospective graduates, a consortium responsible for teacher education, a faculty trained to function in such a program and the necessary dissemination capabilities for interacting with other teacher preparation programs. These goals are long-range and comprehensive; they cannot be accomplished in one or two years, but they identify a direction of progress and they seem capable of realization. The model Cooperative Center being proposed for installation in the college is perceived as the catalyst in this process. It is designed to consolidate educational resources for improving the learning experiences and opportunities of its students, the quality of their educational personnel and the relevant responsiveness of educational systems, through the dissemination and installation of validated products and practices resulting from research and development. The center is planned to purposefully affect changes in people, programs, and performances, within a network of rural and outlying city school districts who plug into its delivery system.

Inasmuch as the implementation and refinement of all components of this project is projected for several years, College K team solicits the human, material, and participative support of the Cooperative Academic Planning Program and its participating members in the installation and implementation of an in-service training program designed specifically for the College's deans and department heads.

COLLEGE L

Title of Document: Implementation of Innovative Programs and Techniques on an Institutional-Wide Basis.

Summary of Document: College L is a four year Liberal Arts Institution with offerings in the humanities, social science, biological and physical sciences, education and psychology. As a result of Federal fundings, several career programs are underway.

The philosophy at College L considers life and knowledge as essentially a rhythm and an interplay between forces and ideas and principles. Education is conceived as a deliberate attempt of helping human beings to become what they can and should become. Being a religious oriented college, its total philosophy incorporates the broad principles of Christian brotherhood.

Over the past few years College L has adopted a number of innovative techniques and programs for curriculum enrichment. Among these are: an Interdisciplinary Education Program, an Academic Enrichment Project, a Tutorial Program, Reading and Speech laboratory, and Individualized Students' Study Project. A Social Science Learning Laboratory and a Center for Communication Arts are already under construction.

Despite these innovative efforts which are now in action, a number of problems have presented themselves which have served as obstacles to the successful operation of some of the innovative programs. The two major problems for consideration here include:

1. The problems of implementations to the end that students, faculty and the administration might receive maximum benefits.

2. The problems of evaluation.

To make the implementation process more effective there appears to be a need for more institutional-wide faculty participation and an expansion or modification of the planning process. Additional funds for resource materials and faculty development would be of help in solving the implementation problems.

As to the problems of evaluation, we have made use of several techniques in our effort to determine whether or not the objectives are being reached. Some improvements need to be made in this area.

There are several other problems related to basic skills, financial resources, organizational structure, institutional-wide communication, and the like which have been discussed in detail in the original document. Plans have been proposed to help eliminate these problems.

We propose to put into action programs designed to help solve the two major concerned problems. As a result of a grant from the Danforth Foundation, plans are underway for a Program of Faculty Development.

We propose: to establish a permanent faculty and student committee on innovations and curriculum change or expand the function of the already existing Academic Policy Committee; to establish the machinery for campus wide participation in the planning process; to obtain expertise or consultant services for the development of evaluation instruments and the application of the same; to continue to seek additional funds for curriculum change; to provide additional training programs for faculty and students in curriculum developments including formulation of behavioral objectives and performance-based activities as well as other phases of curriculum development.

COLLEGE M

Title of Document: Experimental Core Program: An Interdisciplinary Approach.

Summary of Document: The administration, faculty and students of College M arrived at an identification of the college's problems and developed a plan of action to solve these problems as a result of numerous study sessions evolving from a preliminary Self-Study for the Southern Association of Colleges and Schools and participation in the American Association of Community and Junior College's Program with Developing Institutions.

It was decided to attempt to design a new freshman general education program which could offer the possibility of solutions to the problems demonstrated by these goals: (1) reduction of the high attrition rate, and (2) maximizing the students' chances for survival in a four-year college program or in an occupation by, a) improving proficiency in the basic skills while at the same time erasing the stigma of remediation, b) making learning experiences varied and relevant, c) demonstrating the interrelatedness of knowledge, d) effecting positive faculty attitudes toward curriculum innovation and helping them to acquire the skills and knowledge necessary to facilitate their working in such curricula, and e) revising the counseling program to integrate its several segments into an organic whole which can better serve the needs of the students.

A four-phase schematic was developed to produce this new curriculum, or CORE – AN INTERDISCIPLINARY APPROACH as it was later called. The Program has passed through two phases. Phase I, the planning phase, defined the problems, set the objectives, and outlined the methods to be used in achieving these goals. Phase II implemented the new curriculum with an experimental group of eighty-seven (87) freshman students chosen at random. In this phase all course objectives were defined in behavioral terms, learning experiences were varied and relevant, and an attempt was made to interrelate learning. Faculty and student assessment of the experiment set the three major objectives for phase III. These are:

(1) To seek improvements in interrelating the disciplines and to revise the materials developed in Phase I,

(2) To provide in-service training for the faculty to effect further attitudinal changes and to improve skills and knowledge for working in the program,

(3) To begin follow-up studies to more fully determine the impact of the program.

Phase IV will attempt the full implementation of CORE: AN INTERDISCIPLINARY APPROACH as the freshman general education curriculum at College M.

COLLEGE N

Title of Document: An Instrument for Systematic Curricula Reform.

Summary of Document: The purpose of College N is to provide for the needs of its students. These purposes are organized into general, liberal and professional education and research programs. The student is guided through these programs to developing those knowledges, skills, attitudes and appreciations which are the essentials of a general education and basis to a liberal education.

The college has had, and still has, a special mission to provide educational opportunities for students from disadvantaged circumstances. In order to do so, the institutional programs must continue to

be evaluated and reevaluated in terms of its curriculum and philosophy to keep abreast with changing times.

The curriculum of College N has been criticized as inflexible, administration and faculty oriented, and excessively loaded with irrelevant course requirements. We have analyzed these criticisms and found that these observations may have been due primarily to the framework or structure within which the process of curriculum change occurred. Specifically the present system (1) does not allow for significant student participation, (2) follows little or no systematic criteria or guideline for evaluation of proposed curriculum change.

To curtail inflexibility and facilitate evaluation, a proposal is submitted for a systematized plan of action for curricula reform. In this proposal, we have developed a framework that encourages maximum participation of students, faculty, alumni, and administration and have established a set of guidelines as criteria that may be used in the evaluation and reevaluation of curriculum change. The proposed framework and criteria for evaluation, if followed consistently, should result in (1) a curriculum that reflects: The needs of the student, ability of the faculty and support of the administration and alumni; (2) a curriculum that is consistent with the philosophy and objectives of the university, and (3) a curriculum that emphasizes scholarship, yet, is practical to administer.

COLLEGE O

Title of Document: A Proposal for an Instructional Media Center.

Summary of Document: At College O, the entire Faculty sees and feels the need of an Instructional Media Center.

At the present time there is a trend at College O towards incorporating into the curricula many varieties of instructional media. The trend is progressing rapidly but there is, at the college, a lack of the necessary materials, equipment and proper storage place. We feel that if there were ample materials and equipment at the college, we could modify the curriculum aimed in the direction of improved instruction which should be reflected in the quality of students produced as a direct result of the Instructional Media Center.

We have on College O Campus a Department of Rehabilitation in which a variety of instructional media are essential.

The Chemistry Department at College O is very concerned about and interested in incorporating into its curriculum a variety of instructional media in the teaching of chemistry more effectively, and making the subject more stimulating to students. It is the feeling of the instructors of the department that more instructional media will alleviate the dullness and the boredom that is usually associated with chemistry classes.

We have at the college instructors who desire to utilize a variety of instructional media in their teaching which is not available. We feel that a center will alleviate this problem.

An Instructional media center at College O would aid the curriculum in stimulating and motivating learning, in the degree to which students are exposed to resources which are otherwise unavailable: in reinforcing classroom experiences; in magnifying visual materials and demonstrations; in increasing listening and observational skills; in promoting an appreciation of instructional media as a means of improving instructions; in video-taping materials to be discussed in classroom situations; in the communication processes; in lecture presentations; in offering a reality of experience which would stimulate self-activity on the part of the student; in making learning more permanent; in contributing to factual learning; in enhancing understanding; in influencing the attitude of many students; in adding to the curriculum conceptual and perceptual learning; in helping to combat verbalism; in helping to overcome the limitations of restricted personal experiences on the part of students; and in adding a new world of dimension to the curriculum.

COLLEGE P

Title of Document: Proposal for a Broader Liberal Arts Program at College P.

Summary of Document: College P is a small, church-related institution which has as its aim to produce students with a liberal arts background who will become effective citizens in the modern world. The institution is already involved in designing a competency-based education program and this is a recommendation that the institution initiate an interdisciplinary program as its foundation for basic general education.

The need for such a program is urgent and since College P is a small, privately-owned institution of limited financial resources, it will

require money to instigate the hiring of consultants, participation in seminars and workshops and effective administration in order to make possible a good, broad liberal arts foundation for basic education.

COLLEGE Q

Title of Document: Interdisciplinary Studies Program.

Summary of Document: The project College Q is aspiring to initiate is an interdisciplinary studies program whereby students may become aware of the interrelatedness of disciplines.

Through this program students may have a double or triple major therefore broadening the career prospects. For example, a student combining French, Afro-American studies and Education, will have the opportunity to travel and study Afro-American studies in Africa, thereby using French as a means of communication and Education as a basis for teaching.

The student will qualify to take on job opportunities in either of the three disciplines.

The program will be set-up through faculty-staff seminars, workshops and student-faculty work study projects.

There will be an evaluation schedule set up using some form of testing to determine the value of the program.

COLLEGE R

Title of Document: Achieving More Flexibility and Innovation in the Curriculum through Testing.

Summary of Document: The document contains three components: Academic counseling, evaluation of the Freshman Studies Program and College R Proficiency Testing Program. The main portion of the document was focused on testing. The team proposed an academic counseling center, staffed by selected persons from the academic and student personnel faculty. This staff would be trained, prior to registration, in a two-day workshop, conducted by consultants, faculty and administrators of College R. The trained staff will advise and counsel 1500 Junior division students using placement diagnostic and behavioral data from test results.

The development of the Freshman Studies Program has already been expressed in the "role and scope" report of College R. A "pilot" Freshman Studies Program in the College of Arts and Sciences has completed its first year of operation; however no provisions were made for evaluation. In addition no plan was developed for comparing the effectiveness of the program with the traditional program. An objective of the team is to recommend to College R that machinery be established for developing an instrument to evaluate the Freshman Studies Program in order to determine its validity.

The College R Proficiency testing system proposed by the team is a credit by examination program which allows students to receive credit in most courses in the liberal arts curriculum. The testing system would consist of standardized and locally developed tests and be administered by the Institute testing center.

The team is committed to the realization of these proposed programs.

COLLEGE S

Title of Document: Proposal for an Alternative Approach to Instruction at College S.

Summary of Document: The philosophy of education at College S consists of all facets of the educational process and we believe that these facets should result in helping students become self-reliant, self-confident, productive and functioning citizens of our democratic society.

We feel that the curriculum should be dynamic in scope and sufficiently flexible and differentiated to meet the varied needs, interests and capacities of all the students and the community. If this philosophy is to be maintained it is necessary that the educational program be carefully examined, re-directed, and evaluated periodically to keep pace with the educational and social changes.

As a CAP project, we plan to develop an independent study model for a subject in the disciplines of science, English and social science based on the media approach and the established principles of learning along with behavioral objectives.

These modules will be experimented, reevaluated and altered. If proven successful, they may be incorporated into the regular college instructional program.

As a means of evaluation we will use pre-test and post-test of the experimental and controlled groups in an attempt to measure both groups with all variables equal with the exception of the independent variable.

COLLEGE T

Title of Document: Modification of General Education Requirements to Give Students A Larger Number of Options.

Summary of Document: The program of College T is aimed toward the development of integrated personalities and socially responsible individuals with a philosophy of life based on Christian values and Christian leadership. It attempts to furnish an environment conducive to the capacities and abilities of its students in order that they may live more useful and purposeful lives in a democratic society. We believe that this type of education provides for students: opportunities for progressive growth; greater chances to participate fully and efficiently in carrying out the ideals of citizenship in the society through a greater personal depth; and a wider and deeper appreciation for new educational experiences. Basic knowledges, skills, and proper attitudes are developed not only for present day living but for future living as well.

College T is vitally interested in preparing its students to cope with an everchanging dynamic society by helping them to develop their powers of critical thinking, and by assisting them to distinguish between the real and unreal.

Objectives of the Proposal:

1. To offer a baccalaureate program which provides for the maximum development of the intellectual capacities of the student.

2. To develop scholarly capacities and abilities of the student.

3. To provide opportunities for social and cultural growth.

4. To develop knowledge, fundamental skills and proper attitudes for preparing the whole person for a mature and functional life in an everchanging society.

COLLEGE U

Title of Document: Proposal for a Broader General Education Program.

Summary of Document: College U, serving a predominantly black student body, commits itself to the goal of providing an environment most conducive to the development of the human person, and to provide such academic programs as is necessary for each student to achieve maximum success in attaining his own educational objectives.

College U recognizes and is concerned with reducing the attrition rate at all levels of the student academic life, but directs itself in this document to the freshman and sophomore levels. It hopes to accomplish this by maintaining flexibility while at the same time meeting specific general education requirements. We expect also that these innovations will meet the needs of our student population which has a wide range of capacities, motivations, and academic aspirations.

The College U team proposed to accomplish these goals through the following ways:

1. Establish a freshman studies program with a strong emphasis on the general education component.

2. Introduce interdisciplinary course offerings in three specific areas – namely, social studies, physical science and biology – in the freshman curricular and humanities and philosophy in the sophomore program.

3. Provide more opportunities for competency-based instructional programs. It is hoped that this innovation will provide each student an opportunity to progress academically at his own rate.

4. Institute an organizational structure which lends itself to the promotion of these and other curricular changes. It is expected that this new structure will provide new and more meaningful models for innovations, and be an integral partner in all of the planning as well as the evaluation.